Preliminary Report
for
Missouri State University

The Voices of Diversity:
What Racial/Ethnic Minority Students Can Tell Us About Advantages and
Disadvantages of Attending Predominantly White Colleges[1]

Paula J. Caplan
Harvard University[2]

and

Michael T. Nettles, Catherine M. Millett,
Susan Miller, Nicole DiCrecchio and Tony Chu
Educational Testing Service

May 6, 2009

Introduction

The current document is a preliminary report of some of the findings of the portion of The Voices of Diversity (VoD) research that was conducted in October, 2008, at Missouri State University.

The Voices of Diversity project is aimed to explore a crucial question that arises as a result of the increase in racial/ethnic diversity of undergraduate student bodies on college campuses that have historically had predominantly white student populations:

<u>What experiences do students of color have these predominantly white institutions (PWIs) that they consider to be positive, and what experiences do they consider to be negative?</u>

The project was inspired by National Association for the Advancement of Colored People's Board Chair, Julian Bond, who in an address at the 2003 Harvard Civil Rights Conference had stated his wish for a major study of race in higher education.

Due to rapid increases in numbers of minority students, Williams (1997) notes that "Both the organization and the new students display new needs" (p. 179). This renders it especially important to understand current students' experience. What is crucial is to understand the daily manifestations of campus climate with regard to race and sex. The vast majority of American colleges and universities were created by and for white men (Caplan, 1993), and since institutional change tends to be slow, it is important not to assume that increases in numbers of students of color have been accompanied by adequate (Peterson & Spencer, 1990; Caplan,1993; Hurtado, Milen, Clayton-Pedersen, & Allen, 1999) changes in what has been called the "chilly climate"[3] for students of color and for women in undergraduate populations at PWIs. Indeed, the dramatically lower graduation rates for African-American, Latina/o, and Native American college students than for Whites and Asian-Americans are current problems crying out for solutions, and women of color's outpacing of their male peers in college attendance makes it clear that interactions of race and sex also warrant attention (Yosso, 2006; Sporte, 2002; Jackson, 2002; Ehrenberg, Rothstein, & Olsen, 1999; DeJong, 1993). These students' own voices are essential in the search for what will be helpful to them.

Some who wish to explain these differences in graduation rates focus on factors intrinsic to the individuals, their families, and their pre-college schools (see Villalpando, 2003; Caplan, 1993; Sue, 2004; Jones, 1991; Hively, 1990 for discussion). Although – as with any students — those factors can play roles in the college achievement of students of color, it is both ethically important and a practical matter to consider what is happening and what can be done on-campus, in the present, for undergraduates of color (even as efforts can also be made to assist-pre-college youth).

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[3] Climate in this sense consists of "perceptions, attitudes, and expectations that define the institution and its members" (Peterson & Spencer, 1990, p. iii).

College administrators may do outreach to certain high schools and even middle or elementary schools and their communities, but they largely deal with students as they are when they arrive on campus. Knowing what happens right on campus that makes students of color and women feel accepted, respected, supported, and encouraged and what makes them feel the opposite can give administrators guidance for on-campus services, procedures, structures, and practices that they want to continue or alter and for some that they might want to initiate. It can also help current students and their families understand how to navigate their undergraduate years and give prospective students and their families some ideas of what to look for when choosing a college to attend.

Factors at many levels and in many realms of on-campus life can lead to students' feelings of being encouraged, supported, and respected rather than discouraged, unsupported, and demeaned because of their race/ethnicity and sex (see Nettles & Millett, 2006; Caplan, 1993, for reviews). The factors are formal and informal, individual and institutional, academic and social, horizontal (other students) and vertical (faculty and administrators). The need to hear from students of both sexes and the various racial/ethnic groups about their on-campus experiences is thus compelling, all the more so in light of what Gordon (2007) describes as the "pitifully small although growing body of knowledge available" about these experiences (p.217).

Review of the Literature

Defining *diversity*
The term *diversity* was originally used to refer to groups that were underrepresented in the workplace, evolving to signify "… individuals' social identities including age, sexual orientation, physical disability, socioeconomic status, race/ethnicity, workplace role/position, religious and spiritual orientation, and work/family concerns…." (American Psychological Association, 2002, p. 10). In *An integrated approach to multicultural education* (1995), the Academic Senate for California Community Colleges promoted a definition of the term that included ethnicity and sex/gender, as well as "… age, religion, culture, sexual orientation, veteran status, physical and mental ability or disability, economic status, language differences and perhaps, most significantly, individual learning styles" (p. 5). Worell and Remer (2003) proposed a definition including "all aspects of a person's social realities: gender, culture, ethnicity and national origin, immigration and acculturation status, sexual and affectional orientation, age, education, socioeconomic status (SES), physical characteristics and abilities, intellectual abilities, and religious affiliation" (p. 11).

Is diversity working?
College campuses are more diverse than ever (Yosso, 2006; Sporte, 2002; Jackson, 2002; Ehrenberg, Rothstein, & Olsen, 1999; DeJong, 1993; Cook & Cordova, 2006; Guinier, Fine, & Balin, 1997; Britz, 2006; Kingsbury, 2007; Malveaux, 2005), and increasingly, students of color who graduate from high school are collegebound (Altbach,

2002; Jackson, 2002; Singley & Sedlacek, 2004; Lomawaima, 1995). According to Cook and Cordova (2006), in the decade after 1994, baccalaureate graduates of color increased 68%, compared to 11% for whites, with increases in every racial/ethnic minority group. Insofar as the success of diversity at PWIs is gauged in part by the numbers of students of color who enroll and graduate, then, diversity is working. However, inspection of graduation rates for different racial/ethnic groups strongly suggests that there are problems that need fixing. College graduation rates are highest for Asian-Americans (65%) – although their figures vary widely depending on nation of origin (Hune & Chan, 1997), followed by whites (58%), and are strikingly lower for Latina/os (45%), African-Americans (38%), and Native Americans (37%) (Bennett, 2002). Thus, despite improvement in recent decades in the rates at which African-American, Latina/o, and Native American students who start college obtain their baccalaureate degrees, these rates remain markedly lower than those for white students (Yosso, 2006; Sporte, 2002; Jackson, 2002; Ehrenberg, Rothstein, & Olsen, 1999; DeJong, 1993), and racial differences persist even when members of racial/ethnic minority groups are matched with white students on high school preparation and socioeonomic factors (Sporte, 2002).

Because increases in baccalaureates have been far greater for women of color (78%) than for men of color (54%), with a similar pattern within African-American, Asian-American, Latina/o, and Native American groups (Cook & Cordova, 2006; Guinier, Fine, & Balin, 1997; Britz, 2006; Kingsbury, 2007; Malveaux, 2005), it is essential to take not only race but also sex and the combination of race and sex into account in attempting to understand what it is like to be an undergraduate attending a PWI. The media have reported some admissions committees' decisions to admit less qualified men in order to equalize the sex distribution of student bodies (Britz, 2006), a policy that promises to ignite a new kind of affirmative action debate.

That there are well-documented, positive effects of diversity, including academic and social ones (Tatum, 2007; Bowen & Bok, 1998; Bensimon, 2005; Bowen & Bok, 1998; Antonio et al., 2004; Gurin, Nagda, & Lopez, 2004; Gurin et al., 2002; Orfield & Whitla, 1999; Chang, 2001; Smith *et al.,* 1997; American Council on Education & American Associations of University Professors, 2000), does not mean that racial/ethnic minority students experience no difficulties resulting from factors on campus, and in fact, some such difficulties have been reported (e.g., Nettles & Millett, 2006). In fact, McCormack (1998) found that, despite years of institutions' efforts to value diversity and pluralism, displays of discrimination had increased during those years, and the longer the students had spent on campus and in residence, the greater was the likelihood that they had experienced discrimination. Even Gurin, Nagda, and Lopez (2004), despite finding that the students of color who had the most experience of diversity showed more interest in learning about groups besides their own and perceived less division among racial/ethnic groups, also found that diversity did not foster, "for students of color, a stronger sense of commonality with White students" (p.31). And Gurin, Dey, and Hurtado (2002) found that for African-American students, there was a negative relationship between classroom diversity and their self-assessed academic skills. It remains the case today, as Allen wrote (1988a), that "we have only a limited and imprecise understanding of the factors that…provide these students with an institutional and educational experience that is personally gratifying and academically successful" (p. 166).

Theories of Causation

It's not just about the choices folk make. It's also about the choices they have available to them.
--Dyson (1996, p.6)

But we cannot overcome the history of racial oppression in our nation without understanding and addressing the subtle, subversive ways race continues to poison our lives.
--Dyson (1996, p.223)

Two kinds of explanation of the lower retention and graduation rates of African-American, Latina/o, and Native American undergraduates have been offered: the individualistic and the structural. Advocates of individualistic explanations attribute racial/ethnic differences in retention and graduation rates solely to pre-college experiences and factors within individuals or their families -- including the racist, scientifically discredited *hereditarian* view of intelligence (Tatum, 2007). These views persist despite abundant evidence that on-campus factors, including racial climate, impede students' progress (Padilla, 2007; Bensimon, 2005; Wilson, 1993; Nettles, 1988a; Nettles & Millett, 2006; Harris & Nettles, 1996; Hurtado et al., 1998, 1999; Fleming, 2000; Ward & Cross, 1989; Yosso, 2006; Loftin, 2006; Loewen, 1998; Hochschild, 1993; Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Hurtado & Carter, 1997).

Though some (Lett & Wright, 2003) argue that "the responsibility lies with the university to…provide an atmosphere of inclusion and acceptance…." (p.189; see also Stauss, 1994), there has been a widespread belief that campus conditions play no role in students' happiness or success, based partly on the myth that academia is a full meritocracy and that people and scholarship outside the "mainstream" are fully valued (Villalpando, 2003; Caplan, 1993; Sue, 2004). Some administrators have perpetuated this myth by denying that prejudices exist on their campuses (Jones, 1991; Hively, 1990), and an institution that looks diversity-positive in quantitative terms may nevertheless be a site of considerable institutional or other forms of racism that do not show up in numbers but has tremendous negative impact.

Contributing in a complex way to an individualistic view was that, during the last half of the twentieth century, allegedly objective measures such as the Scholastic Aptitude Test were given major roles in admissions. It was widely believed that this would go far to reduce the role of biases such as racial prejudice as determinative admissions factors. However, those who held this belief failed to take into account the significant positive effects of such factors as expensive test preparation courses (Allen, 1988) and the significant negative effects of such factors as text anxiety and expectations of failure on test scores (see later discussion of stereotype threat.) The tests were assumed to be objective because of having been derived from scientifically designed criteria, and thus excellence was assumed to be measurable (Guinier, 2003), an assumption reflected in Justice Sandra Day O'Connor's decisions in the *Grutter* and *Gratz* cases. This assumption, however, cloaked ongoing racism, sexism, and classism (Guinier, 2003).

White and Asian-American students have tended to have higher SAT scores than African-American, Latina/o, and Native American students (Allen, 1988), and it has often been assumed that this was proof of their intellectual superiority. Part of the allure of the belief in the importance of SAT scores was the assumption that they were excellent predictors of college achievement, although their value for predicting even first-year college students' grades is poor (Steele, 2000) and even lower than that for Whites (Fleming, 2000). As Lawrence-Lightfoot (2009) points out, these are "…scores on narrowly constructed tests that capture only a limited range of knowledge, and an even smaller spectrum of ways of knowing. And these are quantitative, evaluative instruments that tend to focus on phenomena that are measurable — discrete, visible, and countable — not necessarily the dimensions that are meaningful to the learning and growth of students" (p.236). But the public's and even many educators' lack of awareness of this information has made it easier to blame students from groups who tend to take longer to graduate than white students, on the grounds that this must be due to their intellectual inferiority and/or their having been admitted under affirmative action programs with allegedly lower standards. As Guinier (2003) notes, one who holds this view "ignores the experience of racial disadvantage" (p.141).

One form that the individualistic approach can take is race-blindness — at the extreme, the "new white nationalism" (Swain, 2002) — which carries the risk of blinding us to the fact that educational equality among racial and ethnic groups is a long way off (Giroux & Giroux, 2004; Sporte, 2002; Takagi, 1992; Swain, 2002).

In contrast to the individualistic view, which scholar Michael Eric Dyson (1996) describes as less likely to be held by more educated citizens, is the structural view, whose proponents identify impediments that are extrinsic to students, their families, and their high schools. These impediments include factors that produce a negative climate on campus, including an institution's earlier history of minimal diversity and of exclusivity (Hurtado et al., 1998) and its problematic organizational and structural aspects (Milem, Dey, & White, 2004), all of which affect the climate both for members of racial/ethnic minority groups and for women.

Milem, Chang, and Antonio (2005) note that some institutions' diversity agendas are "poorly conceived and misguided" (p.3) and often fail to include active opposition to exclusion and prejudice and a comprehensive rather than piecemeal approach. As Tatum (2007) points out, many university personnel today know little about how to improve interracial relationships. Combined, these factors encourage those who do not feel accepted and supported to adopt an individualistic view and assume wrongly that the faults lie in themselves (Caplan, 1993). In contrast to this view, Guinier (2003) proposes a focus on what she calls *racial literacy*, which "begins by redefining racism as a structural problem rather than a purely individual one" (Guinier, p.202). She points out the paradox that the Court still "requires institutions to consider race differently from the way they consider merit" (p.197), as though the test scores typically used as indicators of merit were far more important predictors of success in college than the presence of racism on campus. Furthermore, she underlines the importance of understanding the need for *structural mobility*: "…an institution's commitments to upward mobility, merit, democracy, and individualism are framed and tempered by an awareness of how structures…tend to privilege some groups of people over others…. places the issue of

merit firmly on the table and attempts to define it in the context of democratic values" (2003, p.159).

Hochschild (1993) has proposed that we change the structural conditions that create the gap between the promise and practice of equal opportunity" (p.160). As Takagi (1992) writes, "Although it is true that blacks and Hispanics have lower graduation rates than whites and Asians, it is unreasonable to assume that such differences are the inevitable result of racial preferences. Approximately four years pass between the time a student is admitted to the university and his or her graduation" (p.193), and Ponterotto (1990) attributes to the inhospitable climate on predominantly white campuses the higher dropout rates of Blacks, Hispanics, and Native Americans. Fleming (2000) opines that the lower predictive value of Blacks' than of Whites' SAT scores for performance in colleges with predominantly white student bodies results from the poor adjustment and treatment of the former on those campuses. Mary Catherine Bateson (2004) succinctly encapsulates a structuralist view when she points out that "Each time we have understood that some social group had the right to full participation, innovations in education have been needed to make the transition possible" (p.134). Focus on a structuralist view is of the utmost importance, for it is nothing less than tragic for those who manage to get into higher education to encounter unnecessary and demoralizing obstacles.

What distinguishes experiences of students of color from those of White students?

In trying to understand what on-campus factors could help explain the lower graduation rates of African-American, Latina/o, and Native American students of color, what most compellingly warrants exploration are the ways that racial prejudice and bias are expressed. It is particularly compelling in light of the fact that many stereotypes about these three groups – that they are less intelligent and less hardworking than others -- are strongly negative and directly related to academic achievement, in contrast to the relatively innocuous stereotypes about Whites and the intensely positive stereotypes about Asian-Americans as the "model minority" characterized by high intelligence and a propensity to study long and hard (Kao, 1995).

Despite recent claims that we are in a post-racial and post-feminist period in which racism and sexism have been eradicated, so that no further attention to these issues is warranted, in fact, as a result of the Civil Rights movement and the Women's Movement, manifestations of racism and sexism have not disappeared but have often become more subtle (Caplan, 1993). Two areas that have been especially illuminating in the effort to understand the experiences of students of color in the context of mechanisms that tend to work in subtle, even unconscious ways but often have devastating effects on their targets, have been Claude Steele's theory and research about *stereotype threat* and Chester Pierce's work about *microaggression*.

Steele (1995, 1997, 2000) has articulated the notion of *stereotype threat*, the threat that others will view one through a negative stereotype or fear that something one does will confirm or strengthen the stereotype. Importantly, his research about stereotype threat has shown that such stereotypes as racist and sexist ones have material effects on students' scores, because knowing that there are widely-held negative beliefs about a particular ability of members of a group to which one belongs adversely affects one's performance on a test of that ability (Steele & Aronson, 1995). Willie (2003) and Massey, Charles, Lundy, and Fisher (2003) have written that double-consciousness as

described by DuBois (1989[1903]), the awareness of not only one's own beliefs about one's group but also of the beliefs of others about one's group, is particularly intense in the Ivy League, where Whites' stereotypes of Blacks often include the latter's intellectual inferiority and social pathology. Caplan (2000) has noted that negative stereotypes serve important functions, including to justify a scapegoated group's subordinate position and thus make it easier for the dominants to maintain their greater power and control. The groundbreaking importance of Steele's work has been to show that stereotypes can impair performance in ways that reinforce the stereotypes (e.g., that Black students are not as intelligent as white students, or that women are not as skilled at math as men), thus providing ammunition for those who want to keep the scapegoated groups down. What Pierce (1970) calls *microaggressions* are manifestations of prejudice and hatred that are small in their brevity and/or subtlety but not in the power or magnitude of their consequences. They can include comments that actually impugn a person's race or sex by saying, for instance, "You are better, nicer, or smarter than most Black women or Latinos" or a rolling of the eyes when a woman or racialized person speaks in class. Sue, Capodilupo, Torino, Bucceri, Holder, Nadal, and Esquilin (2007) suggest that nearly all interracial interactions are prone to microaggression and note three forms of microaggression: *microassault, microinsult*, and *microinvalidation*. They distinguish among these by saying that *microassaults* are explicit, conscious racial derogations in the form of verbal or nonverbal attacks that are meant to hurt the intended victim; that *microinsults* are communications that often unconsciously convey rudeness and insensitivity and demean a person's race/ethnicity, such as a White prospective employer telling an applicant of color, "I believe the most qualified person should get the job, regardless of race"; and *microinvalidations* as "communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color," such as complimenting Asian-Americans for speaking good English or repeatedly and persistently asking them where they were born.

It has been said that many daily manifestations of racism and sexism on campuses (e.g., a racist "joke" told at lunch, professors' tendency to call on male students more than females) might seem minor in some sense, but that they are so numerous that trying to function in such a setting is "like lifting a ton of feathers" (Caplan, 1993; see also Krupnick, 1985; Larkin, 1994; Yosso, 2006; Harper & Hurtado, 2007; Bushman & Bonacci, 2004; Crosby, Bromley, & Saxe, 1980) — which are not reflected in quantitative statistics made public by institutions. As Pierce has written, "the cumulative burden of a lifetime of microaggressions can theoretically contribute to diminished mortality, augmented morbidity, and flattened confidence" (1995, p. 281).

As Sue (2004) points out, the operation of white privilege and male privilege "maintain their power through their invisibility. On a personal level, people are conditioned and rewarded for remaining unaware and oblivious of how their beliefs and actions may unfairly oppress people of color, women, and other groups" (p.767). The very brevity and subtlety of many of these events make it harder to obtain legal redress or even support from family and friends, because the manifestations can too easily be deemed minor and the target overly sensitive if unable or unwilling to shrug it off. In fact, partly due to this lack of validation and support, the consequences of microaggression include feeling insecure, silenced, frightened, ashamed, helpless, and powerless (Schuchert, 1998; Caplan, 2005; Sue, 2007; Harper & Hurtado, 2007).

Targets of microaggression ask themselves whether they imagined the microaggressions, whether they were deliberate or unintentional, how to prove that they took place, and whether it is worth risking the punitive consequences, including increased hostility from the perpetrator, of naming and objecting to what has just happened (Sue et al., 2007; Harper & Hurtado, 2007). Importantly, as Larkin (1994) has found, microaggression can significantly interfere with their targets' attempts to acquire an education, leading them, for instance, to avoid certain classes and certain geographical spaces in the educational institution. And as decades of research about, for instance, verbal abuse directed at women has shown (e.g., Caplan, 2005), even a single instance of dismissive or demeaning behavior can lead to chronic self-questioning, lowered self-confidence, and fear of doing anything to precipitate a second such instance. When the target for any reason finds it difficult to confront or challenge the person committing microaggression or perpetuating stereotype threat, the dangers of self-blame and shame are increased (Sue et al., 2007; Harper & Hurtado, 2007; Caplan, 2005; Caplan, 2000).

Microaggression is often the way that the somewhat paradoxical combination of visibility and invisibility often experienced by those identified as different: They experience a heightened *visibility* that includes scrutiny for conduct that is disapproved of by the dominant group and for signs of inferiority, as well as the expectation that they will represent and speak for the whole of their racial/ethnic or sex/gender group (Caplan, 1993). Curiously related to heightened visibility is the *invisibility* that often also plagues members of racial and ethnic minorities and women, manifestations of which include being talked over and around and having their opinions undervalued or ignored (Caplan, 1993).

Although pre-college experiences that result in stereotype threat and pre-college experiences with microaggressions have some impact on students, the concern is that students entering a campus where stereotype threat is continued or exacerbated and/or where steps are not taken to counteract its origins or consequences or to reveal, analyze, and reduce the consequences of microaggression will find it more difficult to move through their undergraduate years. For instance, there is a widespread belief that members of some racial/ethnic minority groups were admitted through affirmative action and thus (through a misunderstanding of affirmative action) are less intelligent than white students, even when the data do not support this belief (Gandara et al., 2006; Cleveland, 2004; Yosso, 2006). Students of color's awareness of the belief, in combination with the effects of stereotype threat (Steele, 1997), internalized racism (e.g., Bivens, 1995), or both, can seriously impede their education (Harper & Hurtado, 2007). These students know that performing poorly will strengthen assumptions about their group's inferiority (Steele, 1997; Caplan, 1993). The common belief that students of color usually have lower Scholastic Aptitude Test (SAT) scores than do Whites is especially troubling, given the considerably lower SAT scores of white students whose parents attended the same institution or whose families have made large donations to it (Golden, 2006)[4]; given SAT scores' poor predictive value for college performance, the value of which actually

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[4]"For more than 40 years, an astounding one-fifth of Harvard's students have received admissions preference because their parents attended the school…. At Harvard, a legacy is about twice as likely to be admitted as a black or Hispanic student" (Larew, 2003, pp.136-7).

decreases as the students progress through their college years (Steele, 2000; Fleming, 2002); and given that in PWIs, Fleming reports, the average Black-White difference in predictive validity is slight. But few people know this, so students of color are too often left to negotiate situations in which they may be considered inferior or consider themselves of inferior intelligence.

There is no purely academic college environment free from social components, for even classrooms, study groups, and libraries are laden with social signals and import, and the presence of stereotypes and microaggressions might thus be expected to constitute a barrier to academic progress (Solorzano et al., 2000).

The Voices of Diversity project

As Putnam (2007) recently reported, although diversity in this country has often worked, greater diversity often tends to bring increases in problems that need to be grappled with and solved. This grappling, notes Putnam, tends to improve creativity and inventiveness as people seek solutions, and The Voices of Diversity project is part of that process of seeking. What have largely been missing from the literature about diversity of student bodies in higher education are the voices of those people whose presence on PWIs constitutes that diversity. These voices and perspectives should be the core of research, because, as Jean Baker Miller (1976) has written, the actual feelings and needs of subordinates, as well as the wealth of information they have that is often unknown to dominants, tend to be invisible. Members of marginalized groups arrive at PWIs with visceral knowledge of the impact of marginalization, and along with the major, unavoidable adjustments college requires, they should not have to deal with the additional burdens of being in an environment where they are devalued and unsupported because of who they are.

It is hoped that The Voices of Diversity study will provide grounding for institutions to use in finding ways to reduce the spectrum of negative factors and increase positive ones. Interviews with African-American, Asian-American, Latina/o, and Native American students are essential to help elucidate to what extent the daily manifestations of racism, sexism, and the combination of the two, currently do or do not impede the attempts of these students to acquire an education (Larkin, 1994). Although Asian-Americans have been considered the model minority (Kao, 1995), and their graduation rates are high, they are included in our study partly because our pilot research suggested that even stereotypes considered in some ways to be positive can be limiting, as when Asian-American students are assumed to lack social skills and a sense of fun and to be solely focused on studying and because the killings at Virginia Tech by a student of Asian descent was a major event that had the potential to give rise to negative stereotypes.

It is important to identify factors that worsen but also factors that enhance the experiences of students of color, for it is possible that, for instance, for some students, being targets of microaggression actually increases their resiliency and sense of efficacy, and it would be useful to know what makes the difference in how students cope and what they learn from this. Chavous, Harris, Rivas, Helaire, and Green (2004) found, for instance, that stereotyped expectations affected racialized women's GPA less than racialized men's, and Fleming (1981) reported that the women were more likely than the men to cope with aversive racial situations through independence and assertiveness.

Perhaps related to this, being Black raises persistence for women but not for men (Leppel, 2002).

Existing studies about microaggressions on PWI campuses have been few, the one by Solorzano et al. (2000) involving only Black students and the one by Harper and Hurtado (2007) consisting of focus group discussions about campus climate generally and not specifically designed to reveal microaggressions. In The Voices of Diversity project, extensive questionnaires and lengthy, individual interviews were combined, providing a wealth of both quantitative and qualitative information about a wide array of realms of on-campus life and experiences and giving students the opportunity to speak in environments where they were not influenced by the presence of same-race peers and where they could speak at length without having the constraints of having to give others a chance to speak. This is in keeping with the *critical race theory* approach (e.g., Yosso, 2006; Villalpando, 2003, for as Hurtado et al. (1999) note: If we want "to improve the campus climate for racial/ethnic diversity, we must understand the environment "from the perspectives of members from different racial/ethnic backgrounds" (p.iii).

This study has the benefits of presenting the voices of those undergraduates most directly affected by racism and sexism and of putting the focus on what institutions are currently doing that is beneficial and what areas could use improvement.

Methodology

Research with students from marginalized groups are essential to help elucidate the nature and extent of the daily manifestations of racism, sexism, the combination of the two, and the factors that intensify or alleviate the effects of racism and sexism in these institutions. The current report is based on:

(1)   frequency analyses of the quantitative data gathered from the VoD questionnaire

(2)   analyses of the qualitative data gathered from the 22 questions in the VoD interviews that yielded the richest responses

A subsequent report will be prepared based on the data from all four participating universities combined.

Sample Selection

The goal was to interview – from the four target groups of African-Americans, Asian-Americans, Latinas/os, and Native Americans -- numbers of female and male participants generally in proportion to their representation in that undergraduate population within their university. These groups combined account for 7.96% of the total undergraduate population at MSU, with the following distribution *within the total racial/ethnic minority population*: Black, non-Hispanic women, 21.60%; Black, non-Hispanic men, 18.88%; Hispanic women, 13.19%; Hispanic men, 12.61%; Asian/Pacific Islander women, 11.29%; Asian/Pacific Islander men, 10.22%; Native American women, 7.01%; Native American men, 5.19% (See Appendix A). We planned to conduct at least 50 interviews with students of color, as well as three White women and three White men on each campus. We did not include international students.   At Missouri State University, we drew our sample from the university's official categories of Black, non-

Hispanic women and men; Hispanic women and men; Asian/Pacific Islander women and men; Native American women and men; and White women and men.

From the full lists of all undergraduates in each of the racial/ethnic minority groups at MSU, students were chosen using a random number table and were emailed an invitation from the Harvard University Project Director, Paula J. Caplan, to participate in the study. Because the student's sex was not specified in the lists provided by the University, they were invited based only on their race but were asked to indicate their sex if they were interested in participating in the study. In order to obtain the target numbers (see Appendix A, but note that we rounded off target numbers to the nearest whole number, except that whenever possible for the smallest cells, we slightly increased the target number), we sent the invitation to 30 African-American women, 30 African-American men, 18 Hispanic women, 18 Hispanic men, 20 Asian/Pacific Islander women, 20 Asian/Pacific Islander men, 12 Native American women, 12 Native American men, 24 White women, and 24 White men. When we did not receive enough positive responses within a given group, we sent the invitation to a second, randomly selected number, and where necessary, we did this a third time as well. Ultimately, we had invited a total of 90 African-American women, 90 African-American men, 36 Hispanic women, 36 Hispanic men, 60 Asian/Pacific Islander women, 60 Asian/Pacific Islander men, 36 Native American women, 36 Native American men, 24 White women, and 62 White men. Thus, the response rates were clearly highest for White women and lowest for White men, with the other groups at various points in between. Although we began by inviting randomly selected students and continued to select randomly for subsequent batches of invitations, the difference in response rates suggests that there may have been some skewing in the sample ultimately included in our study. However, we can only speculate about a wide variety of reasons for the differences in response rates and thus what ways our sample may be skewed. Because of this, our findings may not be completely representative of the MSU undergraduate population.

According to MSU's official records, there are 262 Black, non-Hispanic women undergraduates; our target was to include 11 in our study, we ended up including 12, but only 9 of those self-classified on our questionnaire as fitting into that category. MSU records show 229 Black, non-Hispanic men undergraduates; our target was 9, we ended up including 9, but only 7 of those self-classified on our questionnaire as fitting that category. MSU's records show 160 Latinas; our target was 7, we included 7, but only 6 of those self-classified as fitting that category. MSU's records show 153 Latino men; our target was 6, we included 7, but only 5 self-classified with that category. MSU's records show 137 Asian/Pacific Islander women; our target was 6, we included 6, but in our final sample we had 7 women who self-classified as Asian/Pacific Islanders. MSU's records show 124 Asian/Pacific Islander men; our target was 5, we included 6, but only 5 of those self-classified as Asian/Pacific Islander men. MSU's records show 85 Native American women; our target was 4, and we included 4, all of whom self-classified as Native American. MSU's records show 63 Native American men; our target was 3, we included 4, but only 2 of those self-classified as Native American men. MSU's records show 7,801 White women; our target was 3, we included 3, and all 3 self-classified as White women. MSU's records show 6,230 White men; our target was 3, we included 3, and all 3 self-classified as White men. In addition, 4 of our participants self-classified as multiracial/multiethnic women. (See Appendix B for a summary of these numbers, as

well as for other information about the distributions of each race-by-sex group within the Missouri State population.)

A Mixed Methods Approach
A parallel mixed methods approach (Tashakkori & Teddlie, 1998) was used in this study, combining quantitative and qualitative approaches. Through detailed questionnaires and in-depth interviews with racial/ethnic minority students, we have aimed to identify both current benefits and pressing problems for which solutions must be sought in order to optimize the benefits from diversity for these students, as well as how they understand the causes of the problems and how they cope with them. Many factual questions are included in the two instruments, but many are opinion and/or open-ended questions to highlight their own viewpoints and to encourage richness of responses.

Voices of Diversity Questionnaire Survey
Each participant completed a questionnaire about demographic, family, individual academic history, and a wide array of experiences on-campus that were expected to uncover factors that lead students to feel welcomed, accepted, supported, and encouraged and factors that lead them to feel the opposite. The questionnaire can be found in Appendix C.

Voices of Diversity Student Interviews
After completing the questionnaire, each participant was interviewed about their on-campus experiences. Approximately half of the participants in each cell were interviewed by an African-American man and half by a White woman, each of whom had had decades of interviewing experience. Interviews were recorded on MP3 equipment. Interview questions were largely focused on the student's descriptions of experiences they have had as undergraduates that they know or believe are related to their racial/ethnic background, their sex, or both. The questions were comprehensive, because the aim was to understand what the students consider important about their experiences, in the context of a wealth of information about their lives. The interview also included requests for suggestions about improving the campus climate with regard to diversity for race/ethnicity and sex/gender. The interview questions are presented in full in Appendix D. The interviewers kept extensive notes about their interviews.

Results

Data Analyses

Questionnaire Survey Analyses
Participants' answers to the survey questions were coded and output by the Educational Testing Service (ETS) online survey system to be Excel files. SPSS syntax files were written to read in, merge, recode the variables of the Excel files, and construct a SPSS dataset for analyses. A SPSS syntax file was programmed to calculate the frequencies and percentages for categorical variables, frequencies, and averages for scale variables and to create customized tables to show the statistics

aforementioned. At last, these tables were converted into a Word document for researchers' review.

Interview Analyses

The ETS research team read through ten randomly selected interview transcripts to identify coding categories and themes (Creswell, 1994; Sue et al., 2007; Tashakkori & Teddlie, 1998). From this first reading, a preliminary coding schema and five tiers (in order of importance) of interview questions were developed. The top two tiers of questions were coded independently. The coded questions were then compared and discussed biweekly to modify the coding schema and to achieve interrater consistency.

Results

Due to the small sample size for the questionnaires (N=60), this report provides frequency analyses of the entire sample's questionnaire responses, available in the tables in Appendix E, Part 1, rather than statistical tests of race differences, sex differences, or race-by-sex differences. However, 54 of the 60 participants are students of color, and differences that were salient in the frequency tables are noted in this Results section. In addition, for some items, frequency analyses were also run with the six White students removed; these are available in the tables in Appendix E, Part 2, and highlights from those tables are also noted in this Results section. When data for all four participating universities are available, a determination will be made about whether statistical tests are legitimate in light of the degree of representativeness of our samples, and if they are legitimate, group differences will be tested where possible, and the results will be reported in the final Voices of Diversity report.

For the information that emerged from the interviews, graphs are available in Appendix F.

In the following report of the results, each questionnaire item that is mentioned is followed by a notation indicating the Appendix E Table on which in can be found, following the format (Table 14.1), and each reference to a question from the interview is followed by a notation following the format, e.g., (Q.4), where the number is the interview question number, graphs for which are in Appendix F.

Demographic information

Nearly all (93%) participants were between 18 and 23 years of age, with a mean age of 20.8 years. (Table 1.0.2) They were an average of 1.4 years away from graduation (Table 1.0.4) and fell into a wide range of major fields (Table 1.0.2). More than one-third of our participants were seniors, with the rest nearly evenly divided among first-years, sophomores, and juniors. (Tables 2.5-2.9). Their mean high school GPA was 3.42, and mean current (college) GPA was 3.17 (Table 1.0.4). All participants reported having a current GPA ranging from 1.75 to 3.75 and above, with 11% in the range of mostly As, 34% mostly As and Bs, 36% mostly Bs, 18% Bs and Cs, and 2% mostly Cs. With White students removed from the analysis, the

percentages were 10% mostly As, 36% mostly As and Bs, 32% mostly Bs, 20% mostly Bs and Cs, and 2% mostly Cs (Table 5.6-8 + 10).

More than half of the participants are first-generation college students. Fewer than one-third of mothers and just over one-third of fathers have a college degree, and about one-third of mothers and one-third of fathers were not born in the U.S.

Participants' mean annual household income was $64,746, with the following breakdown: less than $20,000 for 15% of participants, $20,000-$40,000 for 25%, $40,001-$60,000 for 15%, $60,001-$80,000 for 17%, $80,001-100,000 for 12%, $100,001-$200,000 for 14%, and more than $200,000 for 2% (Table 1.0.3).

Most participants (78%) came from predominantly White high schools, and only 12% came from mostly non-White ones (Table 4.3).

Paying for college

More than two-thirds currently have paid jobs, more than half are fulltime students with part-time employment, and only one-third are fulltime students with no employment. The vast majority receive financial aid, with many having more than one kind, the most common combinations being loan-and-grant and scholarship-loan-and-grant (Tables 3.1-3.3).

With regard to financial worries, nearly one-third of participants often and one-quarter of participants sometimes experience concern over being able to pay for college. Slightly more than one-quarter often experience concern about not having enough money to *complete* college, while nearly one-quarter were sometimes concerned. One-quarter of participants reported often or sometimes receiving reminders from their parent(s) of the debt that they are acquiring as a result of supporting the student's college career (Table 5.24).

Applying to MSU

Participants' reasons for applying to Missouri State University were as follows: 58%, proximity to home; 40%, financial aid; 38%, academic programs; 20%, academic reputation; 17%, social life; and 3% sports. None said it was because their parents attended MSU. About two-thirds knew someone at MSU before attending, and of these, for just over half it was someone of the same race as themselves, and for nearly two-thirds, it was someone of the same sex (Tables 2.1-2.4).

Campus experiences — general

For the most part, our participants have positive feelings about MSU, with three-quarters saying they are confident they made the right choice when they decided to attend and that they would recommend this university to others, only a few having frequently reconsidered their decision to attend or considered dropping out, and fewer than only one-fifth having frequently considered transferring to another college or university (Table 5.25.2). On the survey, more than half of all participants feel they fit in on campus, and only one-fifth feel that they do not (Table 5.12), when asked that question in the interview, which allowed them to give more complex responses, again more than half say they feel they fit in, only a few say they

do not, and nearly one-third say they fit in in some ways and not in others (Q.5). One-quarter often or sometimes feel that they are not part of this university (Table 5.24), About three-fourths report that others on campus treat them as though they believe the participant belongs at Missouri State, but one-fourth give mixed reports, and one student (an Asian-American man) did not feel that others treat him as though they believe he belongs (Q.4.).

Students show high levels of awareness of many on-campus services, including that nearly all are aware of an academic advising program, remedial academic services, community and other internships, volunteer work opportunities, and a career advising center; more than four-fifths are aware of mechanisms dealing with harassment and hate speech; approximately three-quarters are aware of seminars for first-year students, drug/alcohol counseling, and counseling for psychological problems; and more than 60% are aware of senior seminars and the opportunity to write senior-year theses (Table 4.1). However, fewer than half were aware of daycare for students' children. (Table 4.1).

All participants who have had experiences with academic departments, study habits counselors, or with mental health counselors or therapists on campus rated them as good, and the same is true for nearly all who have had experiences with administrators, administrative assistants/department administrators, physical health services staff, housing/residential life staff, and janitorial staff. More than four-fifths who have had experiences with food services staff or campus police or security and about two-thirds who have had experiences with financial aid officers or work-study officers said they had been good. However, noteworthy proportions rate some of these interactions as poor: 36% for financial aid officers, 23% for work-study officers, 19% for campus police or security, and 15.5% for food services staff (Tables 4.11.1-4.11.4).

About one-third of participants have a place to have their hair done on-campus, but nearly all have an off-campus place to have their hair done. Three-fourths have an on-campus place to find a familiar religious group, and nearly all have such a place off-campus (Table 4.10). Exactly half of all participants — and half of all students of color —say they feel connected to the larger community outside of the college (Table 5.12).

With regard to the environment fostered by the university, more than three-fourths of participants endorse the notion that the university creates a positive experience for students, with only one outright disagreeing (Table 5.25.2). Nearly four-fifths feel that the university provides an intellectually challenging learning environment, with only a few disagreeing (Table 5.25.2). The majority of students have been encouraged to collaborate with faculty, collaborate with students, work independently on research, or do an internship, but fewer than half have been encouraged to do a field placement (Table 4.10). Although four-fifths of participants have often or sometimes met with faculty during their office hours, and the same proportion talked with a faculty member about their career plans, nearly one-fifth have seldom or never done either. Four-fifths have often or sometimes received feedback about their academic progress from a faculty member, but three seldom or never have (Table 5.24). Almost three-fifths acknowledge being recognized and greeted by professors outside of class, and nearly two-fifths feel that faculty are

generally concerned about them, although almost one-fifth disagree that faculty are concerned (Table 5.25.2). More than four-fifths feel comfortable asking faculty for help if they are having difficulty in class (Table 5.25.2). Three-fifths have often or sometimes socialized with a faculty member, but the other two-fifths have seldom or never done so (Table 5.24). Almost two-fifths of students feel comfortable talking with their academic advisors about their personal lives, while exactly one-quarter do not. (Table 5.25.1)

The vast majority of participants report that advisors, faculty members, or graduate students have encouraged them to challenge themselves academically (Q.25). More than half have been made by an advisor or faculty member to feel good about their intelligence, but four have been made to feel something negative, and another nine have had mixed experiences. Half have had positive experiences with deans or advisors, a few have had negative experiences, and many have had both positive and negative ones (Q.26). Several students believe that other students receive more support from the faculty than they do (Table 5.25.2). Nearly all students believe that if they need it, tutorial help and other academic assistance are readily available to them and that faculty are available to discuss coursework and assignments outside of class (Table 5.25.1). However, only a few believe that the university goes out of its way to help a student who is doing poorly to stay in school (Table 5.25.2).

Most students feel that professors call on them to speak in class about the same as most other students, about one-fifth feel they are called on less than most, and very few feel they are called on more than most. For students of color alone, these proportions were virtually the same (Tables 5.2-5 and 5.6-8 + 10). Almost half of all participants and of students of color say they speak in class about as often as most students, and about one-quarter each said they speak less than most and more than most (Table 5.2-5). Fewer than half of all participants would like to speak more in class than they do, and for the students of color, that figure is slightly higher. Seventy percent of participants say their ideas are respected by other undergraduates, and just over half say their ideas are respected by teaching assistants/graduate students (Table 5.23); however, in each of these cases, only one student said that their ideas are definitely not respected, while all the rest gave neutral responses. Nearly one-quarter of participants are concerned about fairness of grading on campus, while just under half feel that fairness is not an issue, and the remaining one-third neither agree nor disagree about whether it is an issue (Table 5.25.1).

Just over half of all participants feel that they share values and attitudes with most students on campus, with a small number disagreeing and the remainder neither agreeing nor disagreeing. Nearly three-fifths feel they have much in common with their other students on campus, but almost one-quarter disagree. Participants are nearly equally divided about whether or not they are concerned with others' opinions of them; however, almost all feel that they are people of worth and at least on an equal plane with their peers and also express confidence that others will have a favorable impression of them (Table 5.25.1). Nearly the same number report having found a close group of friends at the university with whom they feel comfortable. (Table 5.25.1).

Only 12.5% belong to one or more political groups on campus (Table 4.10).

Campus experiences – race and sex

Almost no students report that MSU has required sessions about racial/ethnic diversity, racism, sex and gender, or sexual assault and harassment, though more than half report that there are optional sessions about racism and about sexual assault or harassment (Table 4.2).

More than half of participants do not feel that members of their race/ethnicity or sex have to prove they are qualified to be at MSU, but one-third — especially African-Americans and women — feel that they do, and several more gave mixed responses (Q.37).

On the questionnaire, eleven participants say they have experienced discriminatory practices on campus either often or sometimes (Table 5.24) (but see later reports of interview results under "Campus experiences — race" and "Campus experiences — sex").

Only one-third of participants say that works of other than White male scholars are often included in assigned readings (Table 5.1). Furthermore, fewer than half report that the following areas of study are respected on campus: African-American Studies, 42%; Women's Studies, 38%.; Latina/o Studies, 37%; Asian-American Studies and Native American Studies, 35% each; and Middle Eastern Studies, 32%. Ten percent reported that Middle Eastern Studies are not respected, 8% that Native American Studies are not, 7% each that Asian-American Studies and Latina/o Studies are not, 3% that African-American Studies are not, and 2% that Women's Studies are not. More students chose the "neutral" response than either the "respected" or "not respected" response for all of the above areas of study. (Table 5.23).

Campus experiences — race

Nearly three-fourths of students of color feel positive about their academic achievement, satisfied with this college, and comfortable speaking in class, and 70% are satisfied with their social life on campus (Table 5.12). Nearly two-thirds — including substantial proportions within each racial/ethnic group — feel that their racial/ethnic identity is supported at Missouri State, but a substantial minority feel that it is not (Q.9). Organizations and spaces — especially the Multicultural Center — set aside for students of color were by far the factors most often mentioned as supportive of their identity. About half of participants consider Missouri State's student body to be diverse, and nearly one-third do not, with African-Americans the most likely to fall into the latter category (Q.8).

When asked if faculty members or administrators have discouraged their aspirations because of their racial/ethnic background, nearly all participants report never having had such experiences[5] (Table 5.24). However, just over half feel connected to this college, and just over half feel that they fit in (Table 5.12).

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[5] The categories "never" and "seldom" were combined in the attached Table 5.24. What that table does not show, therefore, is that 90% said faculty had never discouraged their aspirations, and 97% said administrators never had.

In the interview, the great majority of students said that students at MSU definitely spend time primarily with members of their own racial/ethnic group, and in fact only a few said this is definitely not the case (Q.17). Almost all students answering in the affirmative explained this pattern by saying that it is for purposes of comfort and support that people obtain from being with people of their own race/ethnicity. A substantial minority of students – all students of color -- believe they have had a harder time *socially* at MSU because of their race/ethnicity, but almost as many (including two White students) believe they have had it easier for that reason, and more than half said their race/ethnicity has not made it harder or easier (Q18.). The majority of participants do not believe they have had it harder or easier *academically* at MSU because of their race, but some students of color believe they have had it harder, and some students of color believe they have had it easier (Q.38).

More than three-fourths of participants say they have seldom or never witnessed an incident on campus in which racial bias was present, although nearly one-quarter report witnessing such events either often or sometimes (Table 5.24). Similarly, nearly three-fourths of participants report seldom having heard disparaging comments on campus related to people of their own race or ethnicity, though a few participants have (Table 5.24). Almost two-fifths of interviewees believe that there is little or no racial discrimination on the campus, although nearly one-quarter of participants disagreed (Table 5.25.1). A sound majority (68%) endorsed the administration's support of minority group organizations and programs on the campus, with four disagreeing (Table 5.25.1). More than two-fifths of participants believe that there are open discussions of racial issues on the campus, but nearly one-third disagree (Table 5.25.1). Almost three-fifths of participants believe that students from different racial/ethnic groups communicate well with each other on campus, while nine students disagree (Table 5.25.2). Six students believe that white students on campus are prejudiced against students of color (Table 5.25.2).

Sixty percent of all participants and 65% of students of color say that race/ethnicity plays a role in their sense of identity (Table 5.12), but just over half feel connected to their own racial/ethnic group on campus, and slightly more feel connected to their peers from other racial/ethnic groups (Table 5.12). Nearly half of participants feel more comfortable with people of their own race/ethnicity (Table 5.25.1–2). A substantial minority of participants often feels like they do not have enough contact with people of their own race/ethnicity, while more than half seldom feel that to be the case (Table 5.24).

Most participants describe the racial composition of their friends on campus as mostly White, and about one-fifth as mostly students of color (Table 4.3). More than half have dated someone from another race than their own or have had a roommate of a different race, and all but one participant has had a friend of a different race. More than four-fifths of the person(s) dated, roommate(s), and friend(s) from another race was/were White. The numbers for persons dated and roommates who were African-American, Asian-American, Hispanic, and Native American were far smaller, ranging from 0% to 17%. For friend(s) from another race, the numbers were much higher: Hispanics 73%, African-Americans 68%,

Asian-Americans 64%, other 42%, and Native Americans 41% (Tables 4.4 – 4.6). More than one-third have attended an unofficially organized, multiracial, social event on campus (Table 4.10). Nearly all participants — and nearly all students of color —say that interracial friendships are accepted on campus, but in contrast, only about two-thirds say that interracial dating is accepted and done openly on campus (Table 5.12).

Asked whether on campus they have either been given a special advantage or treated unfairly due to their race with respect to getting a good education, getting a job, getting a promotion, getting other work benefits, or getting a place to live, between 90% and 97% of participants for the various items answered that they had not (Table 4.7). Although well over half of participants feel that a student's race has no bearing on their success at MSU, nearly one-quarter believe that it does; one-third of students cited an individual's work ethic as determining success, rather than their race (Q.13). However, eight participants said someone had suggested to them that they had been admitted only because of affirmative action (Table 4.10).

The vast majority of participants describe the racial composition of the campus as mostly White, and the rest say it is about half White (Table 4.3). Nearly all describe the races of students in their courses as mostly White, and nearly all describe the races of the faculty in their classes as mostly White (Table 4.3). About one-quarter of students of color believe that White students hesitate to work with students of color, and somewhat fewer believe that students of color hesitate to work with White students (Table 5.12). A substantial majority say that student-organized study groups are common, but somewhat fewer say they have been part of such a study group (Table 4.10). Fewer than one-third feel that their racial/ethnic group's perspectives are often included or valued in their department's courses, only one-fourth in their department's course syllabi, and fewer than one-fourth in classroom discussions (Table 5.1). Fifty-seven percent of students of color say they are very often and another 22% often the only member of a racial/ethnic minority group in class (Table 5.6-8 + 10). Nearly every student says that White students speak the most in class (Table 5.2-5).

Nearly half of all participants have faculty role models of the same racial group as themselves (Table 4.10), and more than half of students of color have had professors of color for their courses, but the numbers for the latter were small, with the average number of Asian-American professors a student has had being 0 .7, other-race professors 0.5, African-American and Hispanic professors being 0.4 each, and Native American professors 0.1 (Table 5.9-10). Nearly two-thirds of students of color believe there should be more faculty from their racial/ethnic group (Table 5.12). Eight students of color report having encountered White faculty who were prejudiced against students of color (Table 4.10).

Half of all students report beliefs/stereotypes that others on campus hold about the participant's racial/ethnic group; most of those were described as having been conveyed through microinsults and many through microinvalidations (Q.11). Many students said they are often the lone student of color in their classes, and many said they would like the campus to be more diverse than it is (Q.8).

Nearly half of participants report having experienced or heard about instances of racial discrimination, harassment, or aggression on campus, specifically

naming forms of microaggression and statements presented in the guise of humor (Q.42).

One-quarter of students have been told on this campus that they are better, smarter, or nicer than other people of their race, and almost all of these were African-Americans. Most of these students described these incidents in ways that fall into the category of microinsults (Q.12).

Seven participants – all students of color -- report that they have noticed racism in their course materials, and four more gave mixed responses (Q.29).

Half of the students (especially women) believe that everyone on campus should work against racism, and about one-third thought students should. However, more than one-third do not know who is currently doing that work at Missouri State (Q.48).

Campus experiences - sex

All participants have had friends not of the same-sex as themselves, but only a small number have had other-sex roommates. Nearly four-fifths have lived in a racially/ethnically mixed dormitory, and two-thirds have lived in a co-ed dormitory (Table 4.10).

Asked whether, on campus, they have either been given a special advantage or treated unfairly due to their sex with respect to getting a good education, getting a job, getting a promotion, getting other work benefits, or getting a place to live, between 97% and 100% for the various items answered that they had not (Table 4.8).

Only a minority of students said they had had an easier time socially at MSU because of their sex, and most of those were women (Q.19).

Nearly one-third have often or sometimes heard disparaging remarks on campus about people of the same sex as themselves, nearly one-third seldom have, and the rest never have[6] (Table 5.24). All participants reported having had female professors, the average number of female professors being 4.6. With White students removed from the analysis, the average number of female professors dropped to 4.3 (Table 5.9-10). More than two-thirds of participants have faculty role models of the same sex as themselves (Table 4.10), but more than one-quarter of all participants believe there should be more women faculty (Table 5.12).

Small percentages (9-12%) report having encountered male faculty prejudiced against female students, male faculty prejudiced against male students, female faculty prejudiced against male students, and female faculty prejudiced against female students (Table 4.10).

Only one-third feel that perspectives of members of their sex are included or valued in their department's courses or in their department's course syllabi, and fewer than half in classroom discussions (Table 5.1). More than half of participants say that female students speak the most in class, and the others say that males speak the most (Table 5.2-5).

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[6] The categories "never" and "seldom" were combined in the attached Table 5.24, but for this report we note the respective rates for these categories individually.

Just over one-third of participants (slightly more women than men) report having experienced or heard about instances of sex discrimination, sexual harassment, or sexual aggression, and five of these were about sexual harassment or assault (Q43.).

Nearly two-thirds (especially women and especially African-Americans and Hispanics) believe that everyone on campus should work against sexism, but more than half do not know who is currently doing that work at Missouri State (Q.49).

Dealing with discrimination

Asked how they deal with discrimination on campus, nearly four-fifths said they talk with friends afterward, two-thirds speak up right away, about half ignore the situation, about one-third withdraw, and one person uses threats or physical aggression (Table 4.9).

Sources of support and encouragement

Fewer than one-third of participants have at least one mentor on campus, and more than two-thirds of their mentors are White, with small numbers of Hispanics and African-Americans and no Asian-Americans, Native Americans, multiracial/multiethnics, or internationals. Faculty are most likely to be mentors, followed by advisors, undergraduates, and graduate students. Twenty-one percent of all participants and 12% of students of color are of the same race and sex as the mentor, many are of the same sex only, and few are of the same race only (Tables 5.13.1 and 5.13.2).

More than half of participants said they had been encouraged by at least one person to consider graduate school, mostly by Whites, few by Hispanics and African-Americans, and none by Asian-Americans, Native Americans, internationals, or multiracial/multiethnics. More than half are faculty, fewer are advisors, graduate students, and undergraduates, and none are deans (Tables 5.14.1 and 5.14.2).

Fewer than half of participants have been encouraged to work independently on research by one or more people, and the vast majority of those providing such encouragement are White, few are Hispanic, and none are African-American, Asian-American, Native American, international, or multiracial/multiethnic. Most are faculty, and fewer are advisors, undergraduates, graduate students, and deans. (Tables 5.15.1 and 5.15.2).

Only nine participants — all students of color — have been encouraged by at least one person to do a presentation at a conference (Tables 5.16.1 and 5.16.2).

Twelve students — all students of color — have been encouraged by at least one person to submit for publication something they had written. Most of those providing such encouragement are White (Tables 5.17.1 and 5.17.2).

Only one-third of participants and fewer than one-third of students of color have been encouraged by at least one person to take intellectual risks. The person providing such encouragement is highly likely to be White and to be a faculty member (Tables 5.18.1 and 5.18.2).

Three-quarters of all participants — and just under three-quarters of students of color — named at least one person at this university who seems to respect their intelligence. Of these, the majority are White, a few are Hispanic,

African-American, and Asian-American, and none is Native American, international, or multiracial/multiethnic. More than two-thirds are faculty, and small numbers are undergraduates, advisors, deans, and graduate students (Tables 5.19.1 and 5.19.2).

Advice about what not to do

One-quarter of participants — all students of color — have been advised by at least one person not to take a difficult class. The vast majority of people giving this advice are White, few are African-Americans and Hispanics, and none is Asian-American, Native American, international, or multiracial/multiethnic. More than half providing such advice are advisors, a few each are undergraduates, faculty, or graduate students, and none is a dean (Tables 5.20.1 and 5.20.2).

Only four participants — all students of color — have been advised not to take a particular major (Tables 5.21.1 and 5.21.2).

No participant said they have been advised not to pursue graduate education (5.22.1).

Noteworthy themes that emerged from the interviewers' journals

These included:

• The frequent mentions by students of color specifically of the clearly sincere commitment of President Nietzel to making diversity work, as well as to the invaluable help and support provided specifically by Charlotte Hardin, Juan Meraz, and Wes Pratt. Black students especially mentioned that they feel welcome in the Multicultural Resource Center, though a few students from other racial groups said they do not feel comfortable there, because it seems to be for Black students only.

• When students of color identified manifestations of racism by Whites on campus, they almost always attributed them to ignorance rather than malice and expressed remarkable willingness to educate those students about their misinformation about their racial groups.

• The expressions of racism on campus were rarely blatant and aggressive and nearly always subtle, even nonverbal (students gave very specific, vivid descriptions of nonverbal, dismissive or demeaning behavior), or in the form of "jokes" that were neither witty nor illuminating but simply hurtful. Many students were visibly uncomfortable reporting the content of such statements, even while they were saying they were "just" jokes, and many went on to say that they wanted to object but "couldn't" because the speakers were their roommates or friends.

• Even among most students of color who reported racist incidents, the individualistic belief that college is what you make of it, that you get out of it what you put into it, was strongly and frequently expressed.

• Common among students of color was their discomfort with being expected, in classes in which they were often the only student of color, to speak for all members of their race.

• When asked to explain why students spend time primarily with members of their own racial/ethnic group, the almost universal explanation was "comfort level," and neither racism, negative stereotypes about other groups, nor fear based on some of those stereotypes was explicitly mentioned.

• There are some cross-racial interactions, such as students from one minority group or Whites assisting with events put on by, or even belonging to, organizations named for a particular racial/ethnic group.

• The most striking description of something racist was one student's report that during her time at MSU, one fraternity and one sorority were holding what they called "slave auctions." She said that some of the Black students met with some of the students from those organizations and explained that "to us," the word "slave" had very troubling connotations. As a result, she said, the organizations removed the word "slave" from the title of the event.

• The small number of Native American participants in our study report that most others assume they are White.

• Manifestations of sexism often appear to be considered less serious than manifestations of racism.

• A strong theme among the transfer students in the study was that they did not feel welcomed and were not provided official, systematic orientation when they arrived on campus.

Additional responses that warrant further exploration

The following are responses from individuals or small numbers of students that draw attention to factors that merit notice:

• A Black student applying to MSU considered it "offensive," when searching the MSU website for organizations that cater to the Black community, to find a link that went to a separate website in order to find these Black and other ethnic groups.

• A Black woman values her organization of Black women, which helps keep them focused on their academic work.

• A Black woman said that being a target of racism makes you strong.

• A Black student noted the rarity with which the Theatre Department chooses plays in which students of color can appear and with which they do nontraditional casting.

• When students expressed negative stereotypes about Hispanics in class, the professor said and did nothing, even when one Hispanic student spoke to him about it after class.

• A Black woman said that a White graduate student repeatedly refused to call on her when she raised her hand, despite having encouraged students to ask questions, and when she reported to the History Department that a professor repeatedly failed to show up for appointments with her, she received no reply. The same student says she reported racist behavior by a shuttle driver at the university, but nothing happened.

• Many Latina/o students said that others assume that all Hispanics are Mexican and are illegal immigrants.

• A Black student said that he feels cool and calm when he is with his own group.

• Some Asian-Americans said that others assume that all Asians are foreigners who do not speak English, and therefore the latter do not try to interact with them.

• A biracial, Black and White student initially felt unaccepted by a Black student group; an Asian-American has felt shut out by Black students at the Multicultural Resource Center; a Latina who does not look very Hispanic said that other Hispanics do not consider her Hispanic enough; a Latina said a biracial, Black/Asian friend of hers felt disrespected by the Black students; and a student from South America has sometimes felt like an outcast, because so many students from Hispanic cultures at MSU are Mexican.

• Although we did not ask questions related to sexual orientation, it is worth noting that some participants mentioned support that some students identifying themselves as heterosexual provide to students with other sexual orientations, including by membership in the LGBT organization. However, those study participants who were not heterosexual reported reluctance to be open about their sexual orientation.

Discussion

General

It is striking how many participants in the study perceive the MSU administration to be deeply and sincerely committed to increasing diversity in the student population and to making it work, naming especially President Nietzel, Charlotte Hardin, Juan Meraz, and Wes Pratt, as well as the availability of the Multicultural Resource Center, especially for Black students.

Especially in light of the high proportions of first-generation college students, first-generation Americans, and students on financial aid who comprise our participants, the frequency with which they feel they fit in and are treated as though they belong at Missouri State, as well as the frequency with which they are aware of and pleased with campus services, administrators, faculty, and staff are impressive. So are the findings that most feel positive about their academic environment and are comfortable speaking in class. Although half have had positive experiences with deans or advisors, many have had negative or mixed ones; only a few believe that if a student seems to be doing poorly, the university goes out of its way to help the student stay in school; and substantial numbers of participants rated as poor their experiences with financial aid officers, work-study officers, campus police or security, and food services staff.

About three-quarters of students have been encouraged to learn cooperatively, but negative stereotypes appear to reduce the likelihood of formation of interracial study groups. Microaggressions (Pierce, 1970; Solorzano et al., 2000; Harper & Hurtado, 2007; Sue et al., 2007) make interracial learning situations potentially troubling, and stereotype threat makes them more anxiety-arousing. Whether or not there turns out to be a difference depending on the student's race/ethnicity, it is striking that substantial numbers of participants do not feel that their ideas are respected by other undergraduates or by teaching assistants/graduate students.

Transfer students were not a target of this study but are cause for some concern, because our participants who were transfers almost uniformly felt that they had not been welcomed or provided any systematic orientation to the campus.

Race and sex

According to the vast majority of participants, the university does not require students to attend a session about racial/ethnic diversity, racism, sex and gender, sexual assault, or sexual harassment, but more than half say that it provides optional sessions about racism. This is an area that could use attention, in light of the high rates of mention of race-based and of sex/gender-based discrimination, stereotyping, and microaggression, as well as of the substantial numbers of participants who in various ways feel that they do not fit in or are not considered qualified to be at MSU.

Those students who believe that faculty of a particular sex or race are prejudiced against members of the participant's race or sex have dealt with feeling that the faculty considers them less competent, less likeable, or otherwise lacking, compared to their peers from other groups. The participants who said that someone had suggested outright that they had been admitted only because of affirmative action also constitute a sizeable minority who have dealt with blatantly offensive statements related to their intelligence and capabilities.

Somewhat subtler factors that would likely make students of color and women students feel undervalued on campus are absences; this includes the tiny numbers of professors of color, the wish for more women professors, and the substantial minorities (ranging from 22% to 45%) of participants who feel that their racial/ethnic group's perspectives are often not included or valued in their department's courses, course syllabi, or classroom discussions, as well as those who do not feel that perspectives of members of their sex are included in their department's courses and syllabi or valued in classroom discussions. In the future, when we remove the White students from these analyses, the patterns may be even more striking. Related to this is the low esteem in which the majority of participants believe that African-American Studies, Asian-American Studies, Latina/o Studies, Middle Eastern Studies, Native American Studies, and Women's Studies are held on campus.

Although many forms and instances of racism and sexism were reported, they were rarely blatant or physically dangerous and were nearly always subtle, nonverbal, or expressed in the form of "jokes." Even in some of the most troubling cases, participants usually attributed racism to the perpetrator's ignorance, and the targets seemed patient and willing to take on the task of educating the perpetrators. This was less likely to be the case for instances of sexual harassment and sexual assault. The difficulty noted earlier of challenging subtle or "joking" forms of bias applies here, and it is of even greater concern because of the context: Most students are away from home and on their own for the first time, thus living in a context in which their need for an accepting social environment in which to solidify positive senses of identity (Erikson, 1950) and connection (Jordan, Kaplan, Miller, Stiver, & Surrey, 1991) is intensified and their vulnerability is therefore all the greater.

Of concern is that a substantial minority of people withdraw in the face of discrimination, and it might be of concern that nearly half ignore it, depending on whether or not the latter only ignore it or also talk with friends or deal with it in some other way. If at least those who withdraw are internalizing the racism in some way and/or feel unable to respond verbally, for whatever reason, this is worrying. It would be important to explore what measures they do take psychologically to get through these incidents and what emotional toll it takes on them. Do they disengage and feel less included in the campus environment? Do they withdraw because they either are unaware that they can report these incidents, because they are reluctant to do so, or because they are not sure whether or not others (peers, the administration) will support them if they do anything other than withdraw? Would it be helpful to them to have sessions for themselves and/or for all students in which ways to respond to these kinds of incidents could be discussed? Do some students feel alienated and excluded because they are unsure or unable to respond to acts of discrimination?

Manifestations of sexism are often considered by our participants to be less serious and disturbing than manifestations of racism. And although more students believe that everyone on campus should work against sexism than believe that everyone should work against racism, more have no idea who is working against sexism than have no idea who is working against racism.

Race

Although many students feel positively about various race-related matters on campus, there are areas that warrant attention. These include that the majority of participants do not believe that there are open discussions of racial issues on the campus and that a substantial minority do not believe that students from different racial/ethnic groups communicate well with each other on campus. As one student said, "the only time you would see a White guy and a Black guy together is if they're on a sports team." The potentially positive consequences of increased interracial interaction are illustrated by a Black student who described how much it meant when supportive Whites attended a demonstration about the Jena 6, but the risks in a world where racism persists are illustrated by the same student's disappointment upon hearing hate speech from the mouths of other Whites at that demonstration.

Related to this is the wish of many students for greater diversity in student body and faculty and greater support for their race/ethnicity and the intense discomfort many students of color experience as a result of often being the only student of color in their classes. In fact, nearly half of the students of color would like to speak more in class than they do and often mentioned the discomfort occasioned by being asked to speak for all people of their racial group, as though every member of their race has the same beliefs.

On the one hand, it is impressive that nearly half of the participants have faculty role models of the same racial group as themselves and more than two-thirds of the same sex as themselves. On the other hand, as Caplan (1993) has shown, this reflects an inordinately heavy burden on faculty of color and women faculty, who tend to be underrepresented in university faculties. It is also impressive that most students of color have positive feelings about various aspects of their

academic and social environment and about Missouri State, but substantial proportions do not report these positive feelings and do not believe that there is administrative support of racial/ethnic minority group organizations and programs on campus. Furthermore, according to the students' reports, the faculty and administrators who provide various kinds of encouragement to them are hugely likely to be White, and although it is good that Whites do this, it also means that students of color too rarely have the chance to receive encouragement, mentoring, or role modeling from a same-race faculty member or administrator.

Although many feel that they belong on campus and are part of its community, there seems to be a lack of integration and sense of belonging among many other students. This is reflected in the substantial numbers of students of color who do not feel connected to the college or feel that they fit in, as well as those who have often or sometimes reconsidered their decision to attend Missouri State. So do the findings that nearly half of students of color do not feel connected to their own racial/ethnic group or to peers of other racial/ethnic groups on campus. Many participants feel that they do not have enough contact even with people of their own race/ethnicity, something that is particularly worrying because one's own group often serves as a safe space or a place of acceptance.

Many students of color reported noticing racism in their course materials, and many believe they have had a harder time academically at MSU because of their race, though others believe their race has made it easier. Those who have found it harder often attribute that to various forms of racism, and those who find it easier refer to scholarships for students of color. Although most say that student-organized study groups are common, only three-fifths say they have been part of such a group. These further indications of lack of connection and sense of belonging and of feeling supported might well have an impact on the efforts of students of color to acquire an education, constituting a less than welcoming, less than inclusive environment. This could in part explain why nearly all participants said that students spend time primarily with members of their own racial group. Students' answers to the question of why students self-segregate seemed to reflect a failure to examine the assumption that a person will have more in common with same-race than with different-race others and/or that what same-race people share is more important or compelling than commonalities that people of different races might find they have. At the very least, students seem to find comfort in the rapidity and ease with which they can identify same-race others and identify their commonalities, whereas finding common aspects of culture, style, beliefs, and attitudes takes more time and effort. Related to this, students did not question the assumption that people of the same race will understand each other better than will people of different races. The findings that substantial numbers of students of color believe that White students hesitate to work with students of color and believe that students of color hesitate to work with White students suggests that self-segregation is a way to minimize risk of rejection by other-race peers. It appears that, to many students, the campus does not feel like an integrated whole but rather feels racially segmented. Supporting this view is that well under half of all participants have attended an unofficially organized, multiracial, social event on campus.

Many students of color (but no White students) believe they have had a harder time socially at MSU because of their race, often because of exclusion by White students or other kinds of microaggression, though almost as many participants believe their race has made it easier, often because of the ease of identifying same-race people who, they believe, understand their experiences and cultures. Related to this, many students of color believe that a student's race has some bearing on their success at MSU, even while about one-third of participants expressed the individualistic attitude that a person's success depends on their own efforts. These two factors, if both are operative, could in principle be mutually exclusive, but they could each contribute to success, or one could apply and the other not.

The contrast between the high perception of acceptance of interracial friendships and the much lower acceptance of interracial dating suggests a clear limitation of racial integration on campus, although of course both interracial friendships and dating would appear to be much more accepted than at earlier times in history. But the fact that one-third of participants said that interracial dating is not accepted reflects some degree of belief that people from other races are different in important ways from members of one's own race.

Manifestations of racism are common, with half of participants reporting experiences that can be classified as negative stereotypes, microinsults, and microinvalidations in the guise of humor, harassment, aggression, or other forms of discrimination by other students or faculty. A subtler but common form of racism is the statement to a student of color that they are better, smarter, or nicer than other people from their racial group. Both blatant and subtle forms of bias and discrimination clearly reduce students' feelings of being accepted and valued on campus and are quite likely to reduce students' self-confidence and comfort on campus, as well as potentially interfering with their attempts to acquire an education (Pierce, 1970; Harper & Hurtado 2007; Solorzano et al., 2000; Sue et al. 2007). Furthermore, some students of color who mentioned off-campus experiences reported frightening ones, such as being chased and called racist names by Whites, as well as more subtle ones, such as being treated in more demeaning or suspicious ways in stores. Those students feel apprehensive about venturing into the surrounding city. However, one Black student favorably contrasted Springfield with their St. Louis home, since in Springfield, one "only" encounters hate speech and Confederate flags, whereas "in St. Louis, you can get shot at."

Sex

Some women say that they have an easier time socially at MSU because of their sex, but one-third of participants (slightly more women than men) report having experienced or heard about instances of sex discrimination, sexual harassment, or sexual aggression, and in nearly all cases, the victim was female. Nearly one-third of participants have heard disparaging comments on campus about people of the same sex as themselves.

A substantial majority of participants – nearly all women – have had experiences with faculty that either made them feel badly about their intelligence or gave them mixed messages.

An outstanding difference between participants' responses and existing research is that a majority of the former say that women speak more than men in class, whereas researchers who measure actual sex differences in classroom speech — in contrast to students' perceptions of who speaks — have found that men actually speak more (e.g., Krupnick, 1985; Guinier, 2003). And Spender (1980) found that when women actually speak less than men, but in a wide variety of settings, when the amount that women speak begins to account for one-third of what is said, women are *perceived* to speak *more* than men.

Recommendations

Please note: The Voices of Diversity project at this stage does not include the opportunity for the researchers to explore systematically which of the following might already be in place at MSU. The recommendations are based on what the Missouri State student participants told us, either following directly from or just one step beyond what they said. If some of the following are already in place, it might be useful to consider whether additional measures might be taken to publicize or otherwise strengthen them. No doubt other suggestions will arise as The Voices of Diversity data from other universities is analyzed and as those at Missouri State consider these findings. Thus, the recommendations below are by no means intended to be considered a comprehensive list.

Information from The Voices of Diversity project seems likely to prove helpful, because in places where psychological threat due to bias has been alleviated, intellectual achievement has tended to increase (Cohen, Garcia, Apfel, & Master, 2006), so the research holds promise for improving the access of marginalized students to better education and thus to improvement in the very functioning of democracy. With this hope in mind, we offer the following suggestions:

1. Holding required sessions during orientation for all first-year and transfer students about racism, sexism, race-based and sex-based discrimination, speech, harassment, and assault with regard to psychological and educational effects of such treatment, legal principles, and the university administration's policies and procedures for reporting. These could set a clear tone that about the administration's belief that such subjects are important, that racist and sexist speech and acts will not be tolerated (and may even result in disciplinary actions). Such required sessions could also make it clear to students of color and women that they have places to go on campus for help with matters of discrimination, hate speech, harassment, and physical and sexual aggression. These sessions should also provide opportunities to begin the demystification of various racial/ethnic groups and of why Women's Studies and various ethnic studies programs are needed and what they are actually about, rather than what the negative stereotypes are. One important component would include the presentation of the concepts of *stereotype*

threat and *microaggression*, both what they are and the negative impacts they have. Related to this would be attempts to increase understanding of the additional barriers to learning that students of color, especially those from underfunded high schools, and women face as a result of stereotype threat and microaggression. As just one example, one could provide students the facts (discussed in the Literature Review above) about preferences often given in admissions to legacies, athletes, and donors of funds, since this information casts the debate and beliefs about affirmative action based on race in quite a different light than the one in which many students see it. Such sessions could also include discussions of the different degrees of seriousness with which various kinds of bias are regarded, with sexism, for instance, often being considered less clearly wrong and hurtful than racism, while making clear the importance of acknowledging all forms of bias and resisting the attempt to set up a hierarchy of seriousness.

2.   Holding required sessions during orientation for all first-year and transfer students about developing concrete ways that students and others can respond when the kinds of acts described in Recommendation #1 take place. This would include exploring ways to deal with any pressures that students of color and White students respectively might feel to avoid speaking up against discrimination and ways to change the campus culture to reduce such pressures and to make it highly desirable to speak up.

3.   Holding required or optional sessions during the year that are aimed at making explicit and grappling with people's beliefs about differences among people of different racial/ethnic groups and uncovering commonalities among them. These could include discussion of what, besides "comfort," leads to self-segregation when it occurs among students of color and when it occurs among White students, e.g, fear, need for protection from the racism and sexism of others, negative beliefs about members of other groups, and more blatant forms of racism and sexism.

4.   Requiring students to take at least one formal course about diversity that is taught from a strong, critical thinking perspective and includes components about race/ethnicity and components about sex and gender, as well as about other dimensions of diversity that are often riddled with bias and misinformation, including social class, sexual orientation, age, disability, and physical appearance. Such courses could include, for instance, assignments to students to attend one or more multiracial and one mixed-sex cultural or social events on campus and to write about them. They should definitely include information about the theoretical and research literature about stereotype threat and microaggression.

5.   Requiring sessions for faculty about dealing with racist and sexist comments and behavior in class.

6.   Hiring more faculty of color and more women in order to increase the numbers of same-race and same-sex role models, advisors, and mentors available to students.

7.   Including comprehensive information about diversity directly on the Missouri State website, prominently placed.

8.   Increase the racial/ethnic mixing in roommate assignments for first-year students.

9.　　　Holding a required orientation for transfer students that is as comprehensive as the orientation for first-year students.

10.　　　Seeking ways to work with the larger Springfield community to educate them about issues of racism and to explore opportunities for more interactions among the almost entirely-White city and the more racially and ethnically varied student body and staff, as well as to try to instill in the citizens of Springfield in general a sense of responsibility for making MSU students feel accepted, respected, and welcomed off-campus.

11.　　　11. Using the Diversity Scorecard (developed by Bensimon, Polkinghorne, Bauman, & Vallejo, 2004), which is used by people on their own campuses to identify inequities, to mark and monitor MSU's progress in taking steps to make diversity work.

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Appendix A— Missouri State University Sampling Information (on next pa

MISSOURI*

Students Race/Sex	# of students invited batch 1 Date:9/26/08	# of students invited batch 2 Date:9/27/08	# of students invited batch 3 Date:9/30/08	# of students invited batch 4 Date:10/8/08	# of students invited batch 5 Date:10/10/08	# of students invited batch 6 Date:10/13/08	Target numbers	# of students interviewed	total # of students	As % of all racial/ethnic minority undergrads combined	As % of all undergrads combined
Black, non-Hispanic women	30	30	30				11	12	262	21.60%	1.72%
Black, non-Hispanic men	30	30	30				9	9	229	18.88%	1.50%
Hispanic women	18	18	18				7	7	160	13.19%	1.05%
Hispanic men	18	18	18				6	7	153	12.61%	1.00%
Asian/Pacific Islander women	20	20	20				6	6	137	11.29%	0.90%
Asian/Pacific Islander men	20	20	20				5	6	124	10.22%	0.81%
Native American women	12	12	12				4	4	85	7.01%	0.56%
Native American men	12	12	12				3	4	63	5.19%	0.41%
White, non-Hispanic women				24			3	3	7801	643.12%	51.17%
White, non-Hispanic men				24	19	19	3	3	6230	513.60%	40.87%
# of all racial/ethnic minority undergrad students combined									1213		
All racial/ethnic minority undergraduates combined as a % of all undergraduates combined									7.96%		
Total # of all undergrads of all groups combined									15244		
Total female undergrads of all racial/ethnic minority groups									1178		
Total male undergrads of all racial/ethnic minority groups									1029		
Total female undergrads of all racial groups combined									9014		
Total male undergrads of all racial groups combined									7259		

* The reason that the numbers that are on the chart do not add up to the total listed above is that the ones on the chart do not include non-resident alien or ethnicity unknown categories.

Appendix B – Missouri State University Sample by MSU classification and self-classification

Target and obtained numbers of participants and their self-classifications by race[7]

	Target	Obtained	Self-classification
Black, non-Hispanic women	11	12	9
Black, non-Hispanic men	9	9	7
Hispanic women	7	7	6
Hispanic men	6	7	5
Asian/Pacific Islander women	6	6	7
Asian/Pacific Islander men	5	6	5
Native American women	4	4	4
Native American men	3	4	2
White women	3	3	3
White men	3	3	3
Multiracial/multiethnic women			4

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[7] Nine students described their racial/ethnic category differently on our questionnaire from the way they were listed in the university's records. These students all described themselves on the questionnaire as multiracial. Of these, two women and two men were listed by the university as Black, non-Hispanic, one woman listed by the university as Asian/Pacific Islander, one listed as a Hispanic male, one listed as a Native American female, and two listed as Native American males.

Comparison Between Survey And Institutional Data

| | | Sex by race provided by institution | | | | | | | | | | | | | | | | | | | | | |
| | | Total | | African American female | | African American male | | Asian American female | | Asian American male | | Hispanic female | | Hispanic male | | Native American female | | Native American male | | White American female | | White American male | |
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Sex by race	African American female	9	15.3%	9	81.8%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	African American male	7	11.9%	0	.0%	7	77.8%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Asian American female	5	8.5%	0	.0%	0	.0%	5	83.3%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Asian American male	6	10.2%	0	.0%	0	.0%	0	.0%	6	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Hispanic female	6	10.2%	0	.0%	0	.0%	0	.0%	0	.0%	6	100.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Hispanic male	5	8.5%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	5	83.3%	0	.0%	0	.0%	0	.0%	0	.0%
	Native American female	4	6.8%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	4	80.0%	0	.0%	0	.0%	0	.0%
	Native American male	2	3.4%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	2	50.0%	0	.0%	0	.0%
	White American female	3	5.1%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	3	100.0%	0	.0%
	White American male	3	5.1%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	3	100.0%
	Multiracial female	4	6.8%	2	18.2%	0	.0%	1	16.7%	0	.0%	0	.0%	0	.0%	1	20.0%	0	.0%	0	.0%	0	.0%
	multiracial male	5	8.5%	0	.0%	2	22.2%	0	.0%	0	.0%	0	.0%	1	16.7%	0	.0%	2	50.0%	0	.0%	0	.0%
	Other racial female	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Other racial male	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Total	59	100.0%	11	100.0%	9	100.0%	6	100.0%	6	100.0%	6	100.0%	6	100.0%	5	100.0%	4	100.0%	3	100.0%	3	100.0%

Source: Voices of Diversity

Race And Sex Mismatch Between Self-Report And Institution

	Sex by race provided by institution	Sex by race	Race: please specify
1	African American female	Multiracial female	White and African American
2	African American female	Multiracial female	African American and Caucasian
3	African American male	multiracial male	African American and White
4	African American male	multiracial male	Black, Native American, Caucasian
5	Asian American female	Multiracial female	Korean, German, Italian
6	Hispanic male	multiracial male	Mexican/Czech
7	Native American female	Multiracial female	Half Mexican American, German, Swiss, and Cherokee Indian
8	Native American male	multiracial male	Native American and White
9	Native American male	multiracial male	Native American/Irish/Austrian

Appendix C. The Written Questionnaire Survey – Missouri State University

The Voices of Diversity Study

All information will be kept totally confidential.

For some items, please type in the correct answer.

For other items, you are requested to click and select your answer.

1. **What college or university do you currently attend?** _____

2. **What is your current major?** _____

DEMOGRAPHICS

1. **What is your date of birth?**   ____/   ___   /____
                                       Month   Day   Year

2. **What is your age?** ____

3. **What is your sex? (Check one response)**

    __   Female
    __   Male

4. **Please mark the one race or ethnicity which you think applies to you best:**

    __   African American
    __   Asian-American
    __   Hispanic
    __   Native American
    __   White, not of Hispanic origin
    __   Multiracial   or   multiethnic   (please   _____
          specify)
    __   Race   not   included   above   (please   _____
          specify)

5. **How far did your mother go in school? (Check last level she completed):**

Grade School	☐
Junior High School	☐
Some High School	☐
High School Graduation	☐
Some College	☐
Two-year associate of arts or sciences degree (such as AA, AAS, or AS)	☐
Bachelor's degree (such as BA or BS)	☐
Master's degree (such as MA, MBA, or MS)	☐
Doctoral or related degree (such as PhD, JD, MD, DVM)	☐

6. How far did your father go in school? (Check last level he completed):

Grade School	☐
Junior High School	☐
Some High School	☐
High School Graduation	☐
Some College	☐
Two-year associate of arts or sciences degree (such as AA, AAS, or AS)	☐
Bachelor's degree (such as BA or BS)	☐
Master's degree (such as MA, MBA, or MS)	☐
Doctoral or related degree (such as PhD, JD, MD, DVM)	☐

7. Was your mother born in the United States?

    __   No
    __   Yes

8. Was your father born in the United States?

    __   No
    __   Yes

9. Total annual income for your family's household:

    __   less than $20,000
    __ $20,000 - $40,000
    __ $40,001 - $60,000
    __ $60,001 - $80,000
    __ $80,001 - $100,000
    __ $100,001 - $200,000
    __   more than $200,000

APPLICATION

1. What was your high school GPA?   ____

2. Why did you apply to this college? (Check all that are applicable)

    __   academic reputation
    __   academic programs
    __   financial aid
    __   near my home
    __   sports program
    __   parent attended this college
    __   social life

3. Did you know anyone on this campus before you enrolled here?

    __   No   (IF NO, GO TO QUESTION 5)
    __   Yes

4. **Please check response on each line regarding the person you knew on campus here**

	Yes	No
Were they of the same racial/ethnic group as you?	____	____
Were they of the same sex as you?	____	____

5. **What year did you enter this college: ____**

6. **What semester did you enter this college: (Check one)**

__ Fall
__ Winter
__ Spring
__ Summer

7. **Are you a**

__ First-year student
__ Sophomore
__ Junior
__ Senior

8. **What year do you expect to graduate? ____**

9. **What semester do you expect to graduate? (Check one)**

__ Fall
__ Winter
__ Spring
__ Summer

PAYING FOR COLLEGE

1. Do you work at a job either on or off campus for pay?

__ No
__ Yes

2. **Which of the following best describes your overall student/work status during the current semester? Note: summer employment is not defined as full-time employment in this question. (Check one response only):**

__ Full-time student, with no employment
__ Full-time student, with part-time employment (20 hours or less)
__ Full-time student, with full-time employment (more than 20 hours)
__ Other (please specify):_____

3. Do you currently receive any financial aid in order to attend this college?

___ No   (IF NO, GO TO CAMPUS EXPERIENCES - QUESTION 1)*

___ Yes

If Yes, do you receive? (check all that apply)

___ Scholarship

___ Loan

___ Work-
study

___ Grant

CAMPUS EXPERIENCES

1. To the best of your knowledge, which of the following are provided by this university?

	Provided?	
An official academic advising program	Yes	No
Remedial academic services, tutoring in study and note-taking skills, or advising about skills for college survival	Yes	No
Community internships, field placements, or service learning	Yes	No
Academic seminars for first-year students	Yes	No
Senior seminars that apply learning to real-life problems	Yes	No
Daycare on campus for children of students	Yes	No
Drug/alcohol counseling	Yes	No
Counseling for psychological problems	Yes	No
A career advising center	Yes	No
Opportunity to write senior-year theses	Yes	No
Official mechanisms to report and deal with harassment and hate speech	Yes	No
Volunteer work opportunities	Yes	No

2. Does this college have any of the following: (Check Yes or No)

	Yes	No
A session you are required to attend about racial/ethnic diversity?	☐	☐
A session you are required to attend about racism, racial harassment, or hate speech?	☐	☐
Optional sessions about racism, racial harassment, or hate speech?	☐	☐
A session you are required to attend about sex and gender?	☐	☐
A session you are required to attend about sexual assault or sexual harassment?	☐	☐
Optional sessions about sexual assault or sexual harassment?	☐	☐

3. **How would you describe the racial composition of each of the following?**
    (Circle one response for each).

	Almost All White (100-90%)	Mostly White (89-56%)	Half White (55-45%)	Mostly Non-White (44-11%)	Almost all Non-White (10-0%)
Your high school	1	2	3	4	5
Your friends on this campus	1	2	3	4	5
Students in your classes	1	2	3	4	5
Faculty in your classes	1	2	3	4	5
This campus as a whole	1	2	3	4	5

4. **Have you ever dated anyone from a race/ethnicity other than your own?**

    _ No   (IF NO, GO TO QUESTION 5)
    _ Yes

    If Yes, from which group(s)? (Check all that apply)

    _ African-American
    _ Asian-American
    _ Hispanic
    _ Native American
    _ White
    _ Other

5. **Have you had roommates of races/ethnicities other than your own?**

    _ No   (IF NO, GO TO QUESTION 6)
    _ Yes

    If Yes, from which group(s)? (Check all that apply)

    _ African-American
    _ Asian-American
    _ Hispanic
    _ Native American
    _ White
    _ Other

6. **Have you had friends of races/ethnicities other than your own?**

    _ No   (IF NO, GO TO QUESTION 7)
    _ Yes

    If Yes, from which group(s)? (Check all that apply)

    _ African-American
    _ Asian-American
    _ Hispanic
    _ Native American
    _ White
    _ Other

7. **At this university, in general have you ever been given a special advantage or been treated unfairly in any of the following situations because of your race/ethnicity? Check <u>one</u> response for each situation.**

	Special Advantage	Neither	Treated Unfairly
Getting a good education			
Getting a job			
Getting a promotion			
Getting other work benefits			
Getting a place to live			

8. **At this university, in general have you ever been given a special advantage or been treated unfairly in any of the following situations because of your sex? Check <u>one</u> response for each situation.**

	Special Advantage	Neither	Treated Unfairly
Getting a good education			
Getting a job			
Getting a promotion			
Getting other work benefits			
Getting a place to live			

9. **People deal with discrimination, harassment, or aggression on college campuses in some of the following ways: (Please indicate whether or not you have used each of these ways by checking Yes or No)**

	Yes	No
Speak up right away		
Talk to friends afterward		
Withdraw		
Ignore the situation		
Use threats or physical aggression		

10. For each of the following statements please check Yes, No, or Not Applicable.

	Yes	No	Not Applicable
There are places on this campus where you can get your hair done as it was back home			
There are places in the community outside campus where you can get your hair done as it was back home			
There are places on this campus where you can find the kind of religious group you were connected with at home			
There are places in the community outside campus where you can find the kind of religious group you were connected with at home			
I have had friends who are not the same sex as me			
I have had roommates who are not the same sex as me			
I have lived in a dormitory that was racially/ethnically mixed			
I have lived in a co-ed dormitory			
I belong to a political group(s) on campus			
I have been excluded from a social club or organization because of my race/ethnicity			
I have been excluded from a social club or organization because of my sex			
I have attended a formal or informal, multiracial social event on campus that was not officially organized by the university			
I have role models in the faculty at this university who are from my racial/ethnic group			
I have role models in the faculty at this university who are the same sex as me			
I have encountered male faculty members at this university who are prejudiced against female students			
I have encountered male faculty members at this university who are prejudiced against male students			
I have encountered female faculty members at this university who are prejudiced against male students			
I have encountered female faculty members at this university who are prejudiced against female students			
White faculty members at this university are prejudiced against students of color			
Student-organized study groups are common at this university			
I have been part of a study group at this university			
People have said things to me to suggest that I was only admitted to this university because of affirmative action			
I have been encouraged to collaborate with faculty			
I have been encouraged to collaborate with students			
I have been encouraged to work independently on research			
I have been encouraged to do an internship			
I have been encouraged to do a field placement			

11. **The following is a list of people and places on campus. Indicate whether you have had an experience with each group of people or campus unit. If you answer Yes, please rate the overall experience.**

	EXPERIENCE		IF YES, RATE				
	No	Yes	Poor	Fair	Good	Very Good	Excellent
Academic departments	—	—	1	2	3	4	5
Administrators such as deans and advisors	—	—	1	2	3	4	5
Administrative assistants or department administrators	—	—	1	2	3	4	5
Financial aid officers	—	—	1	2	3	4	5
Work-study officers	—	—	1	2	3	4	5
Housing/residential life staff	—	—	1	2	3	4	5
Study habits counselors	—	—	1	2	3	4	5
Psychological/mental health counselors/therapists	—	—	1	2	3	4	5
Physical health services staff	—	—	1	2	3	4	5
Food services staff	—	—	1	2	3	4	5
Cleaning and janitorial staff	—	—	1	2	3	4	5
Campus police or security	—	—	1	2	3	4	5

ACADEMIC EXPERIENCES

1. **The following statements refer to the perspectives included in courses. Please indicate how frequently these have been included in the classes you have taken.**

	Never	Seldom	Sometimes	Often	Very Often
My racial/ethnic group's perspectives are often included or valued in my department's courses	1	2	3	4	5
My racial/ethnic group's perspectives are often included or valued in my department's course syllabi	1	2	3	4	5
My racial/ethnic group's perspectives are often included or valued in classroom discussions	1	2	3	4	5
The perspectives of members of my sex are often included or valued in my department's courses	1	2	3	4	5
The perspectives of members of my sex are often included or valued in my department's course syllabi	1	2	3	4	5
The perspectives of members of my sex are often included or valued in classroom discussions	1	2	3	4	5
In the content of my courses, the works of scholars other than white males are included in assigned readings or students' written assignments	1	2	3	4	5

2. **In general, are you encouraged to learn in a competitive way or a cooperative way?**

    __ Competitive
    __ Co-operative

3. **Who speaks the most in class?**

    __ Female students
    __ Male students

4. **Who speaks the most in class? (Check one response)**

    __ African-American Students
    __ Asian-American Students
    __ Hispanic Students
    __ Native American Students
    __ Students of some other
       race/ethnicity

5. **Compared to other students, how often do you speak in class? (Check one response)**

    __ Less than most
    __ About the same as most
    __ More than most

6. **Would you like to speak in class more than you do?**

   __   No
   __   Yes

7. **Compared to other students, how often do professors call on you to speak in class? (Check one response)**

   __   Less than they call on most students
   __   About the same as most
   __   More than they call on most students

8. **How often are you the only member of a racial/ethnic minority group, or one of only a few, in a class or section?**

   __   Never
   __   Seldom
   __   Sometimes
   __   Often
   __   Very Often

9. **In your courses at this university, have you had any non-white professors?**

   __   No   (IF NO, GO TO QUESTION 10)
   __   Yes

   If Yes, how many of each of the following? (Please enter a number next to each category that applies. If none, please enter 0)

   __   African-American
   __   Asian-American
   __   Hispanic
   __   Native American
   __   Other

10. **In your courses at this university, have you had any female professors?**

    __   No   (IF NO, GO TO QUESTION 11)
    __   Yes

    If Yes, how many? ___

11. **What is your current GPA? ____**

12. **Circle the one response on each line below that best reflects your agreement or disagreement with each of the following statements.**

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I feel positive about my academic achievement on this campus	1	2	3	4	5
I am satisfied with this college	1	2	3	4	5
I feel connected to this college	1	2	3	4	5
I feel that I fit in on this campus	1	2	3	4	5
I am satisfied with my social life on campus	1	2	3	4	5
I feel connected to my peers in my own racial/ethnic group on campus	1	2	3	4	5
I feel connected to my peers of other racial/ethnic groups on campus	1	2	3	4	5
I feel comfortable speaking in class	1	2	3	4	5
I feel that there is hesitation on the part of white students to work in a group or in pairs with students of color	1	2	3	4	5
I feel that there is hesitation on the part of students of color to work in a group or in pairs with white students	1	2	3	4	5
There should be more faculty from my racial/ethnic group at this campus	1	2	3	4	5
There should be more women faculty at this campus	1	2	3	4	5
Race/ethnicity plays a role in my sense of identity	1	2	3	4	5
Interracial friendships are accepted on this campus	1	2	3	4	5
Interracial dating is accepted on this campus	1	2	3	4	5
Interracial dating is done openly on this campus	1	2	3	4	5
There are people outside the college, in the larger community around here, to whom I feel connected	1	2	3	4	5

13. **Do you have a mentor(s) at this university?**

        __   No   (IF NO, GO TO QUESTION 14)
        __   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
__ Female	__ Female
__ Male	__ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
__ African American	__ African American
__ Asian American	__ Asian American
__ Hispanic	__ Hispanic
__ Native American	__ Native American
__ White	__ White
__ International	__ International
__ Multiracial/Multiethnic	__ Multiracial/Multiethnic
POSITION	**POSITION**
__ Faculty	__ Faculty
__ Dean	__ Dean
__ Advisor	__ Advisor
__ Graduate student	__ Graduate student
__ Undergraduate	__ Undergraduate

14. **Has any faculty member, dean, other advisor, graduate student, or undergraduate encouraged you to consider graduate or professional school?**

        __   No   (IF NO, GO TO QUESTION 15)
        __   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
__ Female	__ Female
__ Male	__ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
__ African American	__ African American
__ Asian American	__ Asian American
__ Hispanic	__ Hispanic
__ Native American	__ Native American
__ White	__ White
__ International	__ International
__ Multiracial/Multiethnic	__ Multiracial/Multiethnic
POSITION	**POSITION**
__ Faculty	__ Faculty
__ Dean	__ Dean
__ Advisor	__ Advisor

_	Graduate student	_	Graduate student
_	Undergraduate	_	Undergraduate

15. **Has anyone ever encouraged you to work independently on research, an internship, or a field placement?**

     __   No   (IF NO, GO TO QUESTION 16)
     __   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
__ Female	__ Female
__ Male	__ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
__ African American	__ African American
__ Asian American	__ Asian American
__ Hispanic	__ Hispanic
__ Native American	__ Native American
__ White	__ White
__ International	__ International
__ Multiracial/Multiethnic	__ Multiracial/Multiethnic
POSITION	**POSITION**
__ Faculty	__ Faculty
__ Dean	__ Dean
__ Advisor	__ Advisor
__ Graduate student	__ Graduate student
__ Undergraduate	__ Undergraduate

16. **Has anyone here ever urged you to do a presentation at a conference?**

     __   No   (IF NO, GO TO QUESTION 17)
     __   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
__ Female	__ Female
__ Male	__ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
__ African American	__ African American
__ Asian American	__ Asian American
__ Hispanic	__ Hispanic
__ Native American	__ Native American
__ White	__ White
__ International	__ International
__ Multiracial/Multiethnic	__ Multiracial/Multiethnic
POSITION	**POSITION**
__ Faculty	__ Faculty
__ Dean	__ Dean
__ Advisor	__ Advisor
__ Graduate student	__ Graduate student
__ Undergraduate	__ Undergraduate

17. Has anyone here ever urged you to submit for publication something that you had written?

    _   No   (IF NO, GO TO QUESTION 18)
    _   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
_ Female	_ Female
_ Male	_ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
_ African American	_ African American
_ Asian American	_ Asian American
_ Hispanic	_ Hispanic
_ Native American	_ Native American
_ White	_ White
_ International	_ International
_ Multiracial/Multiethnic	_ Multiracial/Multiethnic
POSITION	**POSITION**
_ Faculty	_ Faculty
_ Dean	_ Dean
_ Advisor	_ Advisor
_ Graduate student	_ Graduate student
_ Undergraduate	_ Undergraduate

18. Has anyone ever encouraged you to take intellectual risks?

    _   No   (IF NO, GO TO QUESTION 19)
    _   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
_ Female	_ Female
_ Male	_ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
_ African American	_ African American
_ Asian American	_ Asian American
_ Hispanic	_ Hispanic
_ Native American	_ Native American
_ White	_ White
_ International	_ International
_ Multiracial/Multiethnic	_ Multiracial/Multiethnic
POSITION	**POSITION**
_ Faculty	_ Faculty
_ Dean	_ Dean
_ Advisor	_ Advisor
_ Graduate student	_ Graduate student
_ Undergraduate	_ Undergraduate

19. **Do people at this university seem to respect your intelligence?**

    _   No   (IF NO, GO TO QUESTION 20)
    _   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
_ Female	_ Female
_ Male	_ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
_ African American	_ African American
_ Asian American	_ Asian American
_ Hispanic	_ Hispanic
_ Native American	_ Native American
_ White	_ White
_ International	_ International
_ Multiracial/Multiethnic	_ Multiracial/Multiethnic
POSITION	**POSITION**
_ Faculty	_ Faculty
_ Dean	_ Dean
_ Advisor	_ Advisor
_ Graduate student	_ Graduate student
_ Undergraduate	_ Undergraduate

20. **At this university, have you ever been advised not to take a class because it would be too hard for you?**

    _   No   (IF NO, GO TO QUESTION 21)
    _   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	PERSON 2
SEX	**SEX**
_ Female	_ Female
_ Male	_ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
_ African American	_ African American
_ Asian American	_ Asian American
_ Hispanic	_ Hispanic
_ Native American	_ Native American
_ White	_ White
_ International	_ International
_ Multiracial/Multiethnic	_ Multiracial/Multiethnic
POSITION	**POSITION**
_ Faculty	_ Faculty
_ Dean	_ Dean

__ Advisor	__ Advisor
__ Graduate student	__ Graduate student
__ Undergraduate	__ Undergraduate

21. At this university, have you ever been advised not to choose a major because it would be too hard for you?

     __   No   (IF NO, GO TO QUESTION 22)
     __   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	**PERSON 2**
SEX	**SEX**
__ Female	__ Female
__ Male	__ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
__ African American	__ African American
__ Asian American	__ Asian American
__ Hispanic	__ Hispanic
__ Native American	__ Native American
__ White	__ White
__ International	__ International
__ Multiracial/Multiethnic	__ Multiracial/Multiethnic
POSITION	**POSITION**
__ Faculty	__ Faculty
__ Dean	__ Dean
__ Advisor	__ Advisor
__ Graduate student	__ Graduate student
__ Undergraduate	__ Undergraduate

22. At this university, have you ever been advised not to pursue education after your bachelor's degree because it would be too hard for you?

     __   No   (IF NO, GO TO QUESTION 23)
     __   Yes

If you answered "Yes," for up to the 2 most important people, please check their sex, race/ethnicity and position below. Example: Female, Hispanic, Dean.

PERSON 1	**PERSON 2**
SEX	**SEX**
__ Female	__ Female
__ Male	__ Male
RACE/ETHNICITY	**RACE/ETHNICITY**
__ African American	__ African American
__ Asian American	__ Asian American
__ Hispanic	__ Hispanic
__ Native American	__ Native American
__ White	__ White
__ International	__ International
POSITION	**POSITION**
__ Faculty	__ Faculty
__ Dean	__ Dean

		Advisor			Advisor
__	Advisor		__	Advisor	
__	Graduate student		__	Graduate student	
__	Undergraduate		__	Undergraduate	

23. For the following statements please circle the appropriate number, where 1 is "not at all respected" and 5 is "greatly respected."

	Not at All Respected	Not Respected	Neutral	Respected	Greatly Respected
My ideas and intelligence are respected by other undergraduates	1	2	3	4	5
My ideas and intelligence are respected by teaching assistants or graduate students	1	2	3	4	5
African-American Studies are respected on campus	1	2	3	4	5
Asian-American Studies are respected on campus	1	2	3	4	5
Latina/Latino Studies are respected on campus	1	2	3	4	5
Middle Eastern Studies are respected on campus	1	2	3	4	5
Native American Studies are respected on campus	1	2	3	4	5
Women's Studies are respected on campus	1	2	3	4	5

24. **How often have you done or experienced each of the following? (Please circle one response on each line)**

	Never	Seldom	Sometimes	Often	Very Often
Talked with a faculty member about my career plans	1	2	3	4	5
Socialized informally with a faculty member	1	2	3	4	5
Received some type of feedback about my academic progress from a faculty member	1	2	3	4	5
Met with faculty during their office hours	1	2	3	4	5
Had faculty member(s) discourage my aspirations because of my racial/ethnic background	1	2	3	4	5
Had administrator(s) discourage my aspirations because of my racial/ethnic background	1	2	3	4	5
Had faculty member(s) discourage my aspirations because of my sex	1	2	3	4	5
Had administrator(s) discourage my aspirations because of my sex	1	2	3	4	5
Felt like I was not part of this university	1	2	3	4	5
Reconsidered my decision to attend this university	1	2	3	4	5
Felt like I didn't have enough contact with people of my own race/ethnicity	1	2	3	4	5
Experienced concern that I did not have enough money to pay for college this year	1	2	3	4	5
Experienced concern that I did not have enough money to complete my college education at this university	1	2	3	4	5
I have received reminders from my parent(s) of the debt that they are acquiring as a result of their financially supporting me	1	2	3	4	5
I have witnessed an incident on campus in which racial bias was present	1	2	3	4	5
I have heard disparaging comments on campus related to people of the same race or ethnicity as me	1	2	3	4	5
I have heard disparaging remarks on campus about people of the same sex as me	1	2	3	4	5
I have experienced discriminatory practices on campus	1	2	3	4	5

25. **Please give us your level of agreement regarding each of the following statements. (Please circle one response on each line)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
There is little or no racial discrimination on this campus	1	2	3	4	5
There is administrative support of minority group organizations and programs on this campus	1	2	3	4	5
Most students on campus have values and attitudes similar to my own	1	2	3	4	5
I am concerned about fairness of grading on this campus	1	2	3	4	5
I feel as if I have much in common with other students on this campus	1	2	3	4	5
There are open discussions of racial issues on this campus	1	2	3	4	5
I feel comfortable talking about my personal life with my academic advisor	1	2	3	4	5
I feel more comfortable with people of my own racial/ethnic background	1	2	3	4	5
I am concerned with other's opinions of me	1	2	3	4	5
I feel that I am a person of worth, at least on an equal plane with others	1	2	3	4	5
I am usually confident that others will have a favorable impression of me	1	2	3	4	5
I have found a group of friends at this university with whom I feel comfortable	1	2	3	4	5
If I need it, tutorial help and other academic assistance are readily available to me	1	2	3	4	5
Faculty are available to discuss coursework and assignments outside of class	1	2	3	4	5
This university creates a positive experience for students	1	2	3	4	5
This university provides an intellectually challenging learning environment	1	2	3	4	5
When I see professors outside of class, they recognize and greet me	1	2	3	4	5
Faculty on this campus are generally concerned about me	1	2	3	4	5
I would feel comfortable asking faculty for help if I was having difficulty in a class	1	2	3	4	5
Students from different racial/ethnic groups communicate well with each other on this campus	1	2	3	4	5

I would recommend this university to others	1	2	3	4	5
I feel that I am a member of the community on this campus	1	2	3	4	5

If a student seems to be doing poorly, this university goes out of its way to help the student stay in school	1	2	3	4	5
Other students receive more support and encouragement from faculty than I do	1	2	3	4	5
White students on this campus are prejudiced against students of color	1	2	3	4	5
I frequently considered dropping out of this university	1	2	3	4	5
I frequently considered transferring to another college or university	1	2	3	4	5
I am confident that I made the right choice when I decided to attend this university	1	2	3	4	5

Thank you!

Appendix D. The Voices of Diversity Interview Questions

The Voices of Diversity Study

Interview Questions

I am part of a research team from Harvard University. We are interviewing students who are enrolled at several universities across the country. We are interested in learning about your academic and social experiences while enrolled at (X institution). This interview will last no more than 90 minutes. We really appreciate your willingness to take the time to talk with us. Do you have any questions before we begin?

Introductory Questions

1. Were any special efforts made to welcome you in any way, officially or unofficially, once you were admitted to the college or once you arrived? Did you attend any type of orientation?

2. Who, if anyone, has been helpful for you in adjusting to campus life? Please mention their race, sex, and position or roles.

3. What is the general atmosphere or environment like on campus?

4. Do others on campus treat you as though they believe you belong here? How so? Describe. How does this make you feel?

5. What makes you feel that you do or do not fit in here? If you do not fit in, do you go off campus to do things? (i.e. church, social groups, clubs, organizations, hair salons, cultural institutions)

6. Does the university administration have a policy or a clear attitude about diversity for race/ethnicity or sex and gender? What does it consist of? How did you become aware of it?

7. What does affirmative action on this campus mean to you?

8. Does your campus have a diverse student body, and how has this affected your college experience?

9. Do you feel that your racial/ethnic identity is supported here? Why or Why not (or in what ways?) Describe

10. Do you feel that your spiritual needs are met here? Why or Why not (or in what ways?) Describe.

11. Are there beliefs that people on this campus seem to have about members of your racial/ethnic group? What are they? Who holds them? How did you learn about them?

12. Have you been told on this campus that you are better/smarter/nicer than other people of your race/ethnicity? By whom? Describe what they said. How did that make you feel?

13. Do you feel that a student's race/ethnicity has any bearing on their success here? If so, describe. How do you feel about that?

14. Do you feel that a student's sex has any bearing on their success here? If so, describe.

Social Aspects of College

15. How involved in activities outside the classroom are you? What are some of the activities in which you have been involved?

16. Have you wanted to be in a leadership position in any club or organization? (or sports team) If so, which one(s)? If so, have you tried to move into such a position? If you have tried, did you achieve such a position? If yes, what factors made that possible? If no, what factors got in the way of your moving into that position?

17. Do students here spend time primarily with members of their own racial/ethnic group? If yes, why do you think that is? If yes, does anything happen to people from your group if they do not associate primarily with your group?

18. In what ways, if any, have you had it harder or easier here socially because of your race/ethnicity? (i.e. fitting in, developing relationships with peers and friends, participation in extracurricular activities, student organizations/sports teams, etc)

19. In what ways, if any, have you had it harder or easier here socially because of your sex? (i.e. fitting in, developing relationships with peers and friends, participation in extracurricular activities, student organizations/sports teams, etc)

20. In what ways, if any, do students from racial/ethnic groups other than yours have it harder or easier here socially? (i.e. fitting in, developing relationships with peers and friends, participation in extracurricular activities, student organizations/sports teams, etc). This can mean members of other racial/ethnic minority groups than yours or whites or both.

21. In what ways, if any, do students from the other sex than yours have it harder or easier here socially? (i.e. fitting in, developing relationships with peers and friends, participation in extracurricular activities, student organizations/sports teams, etc)

22. Have you ever considered leaving here? Why/Why not? If yes, describe. (i.e. academic difficulties, social issues, financial issues, personal)

23. Have you heard or heard about white students complaining that they were being treated unfairly, compared to other students? Describe. How common is that?

Academic Experiences

24. What field(s) have you considered majoring in? How have you been treated by the faculty in that department? How did you do in those courses?

25. Have any advisors, faculty members, or graduate students here encouraged you to challenge yourself academically? If yes, describe, including their race/ethnicity and sex? If no, how did that make you feel?

26. How have advisors/faculty members made you feel about your intelligence? Please describe a particular instance. Please describe the faculty member's race/ethnicity and sex. Have you had any positive experiences with advisors/faculty members? Have you had any negative experiences with advisors/faculty members?

27. How do faculty members of racial groups other than yours treat you? Is their treatment of you different from how they treat students of races other than your own? Please provide an example.

28. What kinds of contact do you have with professors/grad students outside of class? Does that differ according to their races/ethnicities and sexes? Describe.

29. Have you noticed racism in course materials? Describe.

30. Have you noticed sexism in course materials? Describe.

31. Under what circumstances do you feel most comfortable speaking in class?

32. Do you keep silent in class even when you feel that you have an important comment or question? If so, why?

33. Do faculty call on you more often, about as often as, or less often than on other students, and why do you think this is?

34. Do you have a mentor on this campus? Tell us about your experience with your mentor. Was your mentor assigned to you, or did you identify your mentor? If you have a mentor, what are their race/ethnicity and sex?

35. Have you had interaction with any of the deans? Describe.

36. What types of counseling or advice have you received from a dean or advisor? How helpful was this? How supportive were they? Have you had any positive experiences with a dean or advisor? How did you feel? Have you had any negative experiences with a dean or advisor? How did you feel?

37. Do you feel that members of your race/ethnicity or sex repeatedly have to prove that they are qualified to be at this institution? If yes, in what ways?

38. In what ways, if any, have you had it harder or easier here academically because of your race/ethnicity?

39. In what ways, if any, have you had it harder or easier here academically because of your sex?

40. In what ways, if any, do students from racial/ethnic groups other than yours have it harder or easier here academically? This can mean members of other racial/ethnic minority groups than yours or whites or both.

41. In what ways, if any, do students from the other sex than yours have it harder or easier here academically?

General Campus Experiences

42. Have you experienced direct racial/ethnic discrimination, harassment or aggression or observed/heard about some instance of it on this campus? By whom (race/ethnicity, sex, position)? What did the harassment consist of? Was it reported? To whom? What happened after the report? Any other examples?

43. Have you experienced direct sex discrimination, sexual harassment, or sexual aggression or observed/heard about some instance of it on this campus? By whom (race/ethnicity, sex, position)? What did the harassment consist of? Was it reported? To whom? What happened after the report? Any other examples?

44. How do you feel when aggression – whether great or small, blatant or subtle – is directed at you or anyone else because of race/ethnicity?

45. How do you feel when aggression is directed at you or anyone else because of your/their sex?

Suggestions

46. Are there unwritten rules here that limit your success or happiness in any way? If yes, can you describe a particular instance?

47. What change or changes in the racial/ethnic makeup of the undergraduate population here would make you more comfortable?

48. Who should do the work of identifying and working against racism on this campus? Who is currently doing that work?

49. Who should do the work of identifying and working against sexism on this campus? Who is currently doing that work?

50. If a student who is a member of a racial/ethnic minority group is just entering X institution and were to ask for the three most important pieces of advice about succeeding at X institution what would you tell them?

LAST QUESTION:

Is there anything else you would like to talk about and feel we might have left out of the conversation?

Appendix E. Part 1. Frequency Analyses for Missouri State University Questionnaire Survey Data

Document Overview:

This document includes the frequencies produced for data from Missouri State University. They are based on the Voices of Diversity survey.

We ask that the reader keep in mind the following points:

> *The total sample size is 60.*
> *While avoiding disclosure of confidential information is critical, we have elected to provide the full information for the tables and not eliminate cell values with less than 5 respondents. In reporting on the data, a judgment will need to be made in each case to determine if there is a possibility of determining identity.*
> *Please keep in mind the dangers of generalizing from very small sample sizes.*
> *If Chi-square test is applied (not shown in this report), the result may be invalid when more than 20% of cells in a table have expected cell counts less than 5 or the minimum expected cell count in the table is less than 1.*

Table 1.0.1
Demographic Profile Of Survey Respondents

		N	N %
Sex	**Female**	31	52.5%
	Male	28	47.5%
	Total	59	100.0%
Race	**African American**	16	26.7%
	Asian American	11	18.3%
	Hispanic	12	20.0%
	Native American	6	10.0%
	White, not of Hispanic origin	6	10.0%
	Multiracial/multiethnic	9	15.0%
	Race not included	0	.0%
	Total	60	100.0%
Sex by race	**African American female**	9	15.3%
	African American male	7	11.9%
	Asian American female	5	8.5%
	Asian American male	6	10.2%
	Hispanic female	6	10.2%
	Hispanic male	5	8.5%
	Native American female	4	6.8%
	Native American male	2	3.4%
	White American female	3	5.1%
	White American male	3	5.1%
	Multiracial female	4	6.8%
	multiracial male	5	8.5%
	Other racial female	0	.0%
	Other racial male	0	.0%
	Total	59	100.0%

Source: Voices of Diversity Survey

Table 1.0.2
Demographic Profile Of Survey Respondents

		N	N %
Age	**18 - 20**	30	51.7%
	21 - 23	24	41.4%
	24 or older	4	6.9%
	Total	58	100.0%
Major	**Humanities**	6	10.0%
	Social/behavioral sciences	5	8.3%
	Life sciences	7	11.7%
	Physical sciences	1	1.7%
	Math	0	.0%
	Computer/information science	3	5.0%
	Engineering	0	.0%
	Education	3	5.0%
	Business management	8	13.3%
	Health	0	.0%
	Vocational/technical	0	.0%
	Other professional or tech	2	3.3%
	No major	2	3.3%
	Other	23	38.3%
	Total	60	100.0%

Source: Voices of Diversity Survey

Table 1.0.3
Demographic Profile Of Survey Respondents

		N	N %
Mother has college degree	**No**	42	71.2%
	Yes	17	28.8%
	Total	59	100.0%
Father has college degree	**No**	39	66.1%
	Yes	20	33.9%
	Total	59	100.0%
First generation college student	**No**	25	43.1%
	Yes	33	56.9%
	Total	58	100.0%
Mother born in the US	**No**	21	35.0%
	Yes	39	65.0%
	Total	60	100.0%
Father born in the US	**No**	19	32.2%
	Yes	40	67.8%
	Total	59	100.0%
Annual household income	**less than $20,000**	9	15.3%
	$20,000 - $40,000	15	25.4%
	$40,001 - $60,000	9	15.3%
	$60,001 - $80,000	10	16.9%
	$80,001 - $100,000	7	11.9%
	$100,001 - $200,000	8	13.6%
	more than $200,000	1	1.7%
	Total	59	100.0%
Source: Voices of Diversity Survey			

Table 1.0.4
Demographic Recoding Of Survey Respondents

	N	Average
Age	60	20.8
Annual household income	60	64,746
High school GPA	60	3.42
Current GPA	60	3.17
Number of year to graduate	60	1.4
Source: Voices of Diversity Survey		

Table 2.1-4 Application

		N	N %
High school GPA	**Mostly As (3.75 and above)**	23	39.0%
	As and Bs (3.25-3.74)	13	22.0%
	Mostly Bs (2.75-3.24)	16	27.1%
	Bs and Cs (2.25-2.74)	4	6.8%
	Mostly Cs (1.75-2.24)	3	5.1%
	Cs and Ds (1.25-1.74)	0	.0%
	Mostly Ds or below (below 1.24)	0	.0%
	Total	59	100.0%
Reasons for applying to this college	**Academic reputation**	12	20.0%
	Academic programs	23	38.3%
	Financial aid	24	40.0%
	Near my home	35	58.3%
	Sports program	2	3.3%
	Parent attended this college	0	.0%
	Social life	10	16.7%
	Total	60	100.0%
Know anyone here before	**No**	21	35.0%
	Yes	39	65.0%
	Total	60	100.0%
If yes, same race?	**No**	17	43.6%
	Yes	22	56.4%
	Total	39	100.0%
If yes, same sex?	**No**	13	34.2%
	Yes	25	65.8%
	Total	38	100.0%
Source: Voices of Diversity Survey			

Table 2.5-9 Enrollment

		N	N %
Year entering this college	**2002**	1	1.8%
	2003	3	5.3%
	2004	4	7.0%
	2005	6	10.5%
	2006	9	15.8%
	2007	16	28.1%
	2008	18	31.6%
	Total	57	100.0%
Semester entering this college	**Fall**	52	86.7%
	Winter	0	.0%
	Spring	6	10.0%
	Summer	2	3.3%
	Total	60	100.0%
College year	**First-year student**	12	20.0%
	Sophomore	14	23.3%
	Junior	12	20.0%
	Senior	22	36.7%
	Total	60	100.0%
Year to graduate	**2008**	4	6.9%
	2009	16	27.6%
	2010	15	25.9%
	2011	12	20.7%
	2012	10	17.2%
	2014	1	1.7%
	Total	58	100.0%
Semester to graduate	**Fall**	16	26.7%
	Winter	4	6.7%
	Spring	39	65.0%
	Summer	1	1.7%
	Total	60	100.0%
Source: Voices of Diversity Survey			

Table 3.1-3 Pay For College

		N	N %
Work for pay	**No**	19	32.2%
	Yes	40	67.8%
	Total	59	100.0%
Overall student/work status	**Full-time student, no employment**	19	31.7%
	Full-time student, part-time employment	33	55.0%
	Full-time student, full-time employment	7	11.7%
	Other (specify)	1	1.7%
	Total	60	100.0%
Receive financial aid	**No**	9	15.0%
	Yes	51	85.0%
	Total	60	100.0%
Yes, types of financial aid	**Scholarship**	30	58.8%
	Loan	35	68.6%
	Work-study	6	11.8%
	Grant	32	62.7%
	Total	51	100.0%
Source: Voices of Diversity Survey			

Table 3.3 (added 1) Pay For College: Sources of Financial Aid

		N	N %
Receive financial aid	**No**	9	15.0%
	Yes	51	85.0%
	Total	60	100.0%
Yes, types of financial aid	**Scholarship**	30	58.8%
	Loan	35	68.6%
	Work-study	6	11.8%
	Grant	32	62.7%
	Total	51	100.0%
Combination of financial aid	**Scholarship only**	8	15.7%
	Loan only	7	13.7%
	Work-study only	0	.0%
	Grant only	1	2.0%
	Scholarship & loan	4	7.8%
	Scholarship & work-study	0	.0%
	Scholarship & grant	5	9.8%
	Loan & work-study	0	.0%
	Loan & grant	10	19.6%
	Work-study & grant	1	2.0%
	Scholarship & loan & work-study	0	.0%
	Scholarship & loan & grant	10	19.6%
	Scholarship & work-study & grant	1	2.0%
	Loan & work-study & grant	2	3.9%
	Including all	2	3.9%
	Total	51	100.0%
Source: Voices of Diversity Survey			

Table 4.1 Campus Experiences:
1. To the best of your knowledge, which of the following are provided by this university?

	Total	No		Yes		Don't Know	
	N	N	N %	N	N %	N	N %
Academic advising program	59	2	3.4%	57	96.6%	0	.0%
Remedial academic services	59	2	3.4%	57	96.6%	0	.0%
Community internships and others	58	3	5.2%	55	94.8%	0	.0%
Seminars for first-year students	58	12	20.7%	46	79.3%	0	.0%
Senior seminars	57	22	38.6%	35	61.4%	0	.0%
Daycare for children of students	58	33	56.9%	25	43.1%	0	.0%
Drug/alcohol counseling	58	16	27.6%	42	72.4%	0	.0%
Counseling for psychological problems	58	14	24.1%	44	75.9%	0	.0%
A career advising center	58	3	5.2%	55	94.8%	0	.0%
Opportunity to write senior-year theses	54	20	37.0%	34	63.0%	0	.0%
Mechanisms dealing with harassment & hate speech	59	10	16.9%	49	83.1%	0	.0%
Volunteer work opportunities	59	2	3.4%	57	96.6%	0	.0%
Source: Voices of Diversity Survey							

Table 4.2 Campus Experiences:
2. Does this college have any of the following?

	Total	No		Yes		Don't Know	
	N	N	N %	N	N %	N	N %
A required session about racial/ethnic diversity	60	56	93.3%	4	6.7%	0	.0%
A required session about racism	58	55	94.8%	3	5.2%	0	.0%
Optional sessions about racism	59	23	39.0%	36	61.0%	0	.0%
A required session about sex and gender	58	54	93.1%	4	6.9%	0	.0%
A required session about sexual assault or harassment	58	53	91.4%	5	8.6%	0	.0%
Optional sessions about sexual assault or harassment	58	25	43.1%	33	56.9%	0	.0%
Source: Voices of Diversity Survey							

Table 4.3 Campus Experiences:
3. Racial composition

	Total	Mostly White (100-56%)		Half White (55-45%)		Mostly Non-White (44-0%)	
	N	N	N %	N	N %	N	N %
Racial composition of your high school	59	46	78.0%	6	10.2%	7	11.9%
Racial composition of your friends on campus	59	35	59.3%	13	22.0%	11	18.6%
Racial composition of students in your classes	59	55	93.2%	3	5.1%	1	1.7%
Racial composition of faculty in your classes	59	54	91.5%	3	5.1%	2	3.4%
Racial composition of this campus as a whole	59	51	86.4%	8	13.6%	0	.0%
Source: Voices of Diversity Survey							

Table 4.4-6 Campus Experiences:
4,5,6 Have you dated, had roommates, or had friends of races other than your own?

		N	N %
Have dated different races	**No**	24	40.0%
	Yes	36	60.0%
	Total	60	100.0%
Yes, have dated	**African American**	5	13.9%
	Asian American	3	8.3%
	Hispanic	6	16.7%
	Native American	2	5.6%
	White	30	83.3%
	Other	5	13.9%
	Total	36	100.0%
Roommates of different races	**No**	26	43.3%
	Yes	34	56.7%
	Total	60	100.0%
Yes, roommates' races	**African American**	5	14.7%
	Asian American	4	11.8%
	Hispanic	4	11.8%
	Native American	0	.0%
	White	30	88.2%
	Other	3	8.8%
	Total	34	100.0%
Friends of different races	**No**	1	1.7%
	Yes	59	98.3%
	Total	60	100.0%
Yes, friends' races	**African American**	40	67.8%
	Asian American	38	64.4%
	Hispanic	43	72.9%
	Native American	24	40.7%
	White	51	86.4%
	Other	25	42.4%
Source: Voices of Diversity Survey			

Table 4.7 Campus Experiences:
7. At this university, in general have you ever been given a special advantage or treated unfairly because of your race/ethnicity

	Total	Special Advantage		Neither		Treated Unfairly	
	N	N	N %	N	N %	N	N %
Getting a good education	60	5	8.3%	55	91.7%	0	.0%
Getting a job	60	3	5.0%	54	90.0%	3	5.0%
Getting a promotion	60	1	1.7%	58	96.7%	1	1.7%
Getting other work benefits	60	1	1.7%	58	96.7%	1	1.7%
Getting a place to live	60	1	1.7%	58	96.7%	1	1.7%
Source: Voices of Diversity Survey							

Table 4.8 Campus Experiences:
8. At this university, in general have you ever been given a special advantage or treated unfairly because of your sex

	Total	Special Advantage		Neither		Treated Unfairly	
	N	N	N %	N	N %	N	N %
Getting a good education	60	0	.0%	60	100.0%	0	.0%
Getting a job	60	1	1.7%	59	98.3%	0	.0%
Getting a promotion	60	0	.0%	58	96.7%	2	3.3%
Getting other work benefits	60	0	.0%	58	96.7%	2	3.3%
Getting a place to live	59	0	.0%	59	100.0%	0	.0%
Source: Voices of Diversity Survey							

Table 4.9 Campus Experiences:
How do you deal with discrimination on campus?

	Total	No		Yes	
	N	N	N %	N	N %
Speak up right away	60	19	31.7%	41	68.3%
Talk to friends afterward	60	13	21.7%	47	78.3%
Withdraw	60	42	70.0%	18	30.0%
Ignore the situation	60	31	51.7%	29	48.3%
Use threats or physical aggression	60	59	98.3%	1	1.7%
Source: Voices of Diversity					

Table 4.10 Campus Experiences:

	Total	No		Yes		Not Applicable	
	N	N	N %	N	N %	N	N %
Places on campus to get hair done	45	28	62.2%	17	37.8%	0	.0%
Places outside campus to get hair done	52	5	9.6%	47	90.4%	0	.0%
Places on campus to find familiar religious group	54	12	22.2%	42	77.8%	0	.0%
Places outside campus to find familiar religious group	53	6	11.3%	47	88.7%	0	.0%
Have had friends not the same sex as me	60	0	.0%	60	100.0%	0	.0%
Have had roommates not the same sex as me	52	43	82.7%	9	17.3%	0	.0%
Have lived in a racially/ethnically mixed dormitory	55	12	21.8%	43	78.2%	0	.0%
Have lived in a co-ed dormitory	55	19	34.5%	36	65.5%	0	.0%
Belong to a political group(s) on campus	56	49	87.5%	7	12.5%	0	.0%
Been racially excluded from a social club/organization	58	56	96.6%	2	3.4%	0	.0%
Been sexually excluded from a social club/organization	58	56	96.6%	2	3.4%	0	.0%
Attended a unofficially organized multiracial social event on campus	54	33	61.1%	21	38.9%	0	.0%
Have role models in the faculty from my racial/ethnic group	53	28	52.8%	25	47.2%	0	.0%
Have role models in the faculty who are the same sex as me	54	17	31.5%	37	68.5%	0	.0%
Encountered male faculty members prejudiced against female students	55	50	90.9%	5	9.1%	0	.0%
Encountered male faculty members prejudiced against male students	56	52	92.9%	4	7.1%	0	.0%
Encountered female faculty members prejudiced against male students	57	50	87.7%	7	12.3%	0	.0%
Encountered female faculty members prejudiced against female students	54	49	90.7%	5	9.3%	0	.0%
White faculty members are prejudiced against students of color	53	45	84.9%	8	15.1%	0	.0%
Student-organized study groups are common	54	10	18.5%	44	81.5%	0	.0%
Been part of a study group at this university	57	23	40.4%	34	59.6%	0	.0%
Been suggested that my admission is only because of affirmative action	55	47	85.5%	8	14.5%	0	.0%
Been encouraged to collaborate with faculty	60	19	31.7%	41	68.3%	0	.0%
Been encouraged to collaborate with students	60	9	15.0%	51	85.0%	0	.0%
Been encouraged to work independently on research	55	26	47.3%	29	52.7%	0	.0%
Been encouraged to do an internship	58	18	31.0%	40	69.0%	0	.0%
Been encouraged to do a field placement	53	30	56.6%	23	43.4%	0	.0%

Source: Voices of Diversity

Table 4.11.1 Campus Experiences:
Have Had An Experience With Each Group Or Campus Unit?

		N	N %
Academic departments	**No**	7	11.7%
	Yes	53	88.3%
	Total	60	100.0%
If yes, rate	**Poor**	0	.0%
	Good	53	100.0%
	Total	53	100.0%
Administrators such as deans and advisors	**No**	13	21.7%
	Yes	47	78.3%
	Total	60	100.0%
If yes, rate	**Poor**	1	2.1%
	Good	46	97.9%
	Total	47	100.0%
Administrative assistants/department administrators	**No**	23	38.3%
	Yes	37	61.7%
	Total	60	100.0%
If yes, rate	**Poor**	1	2.8%
	Good	35	97.2%
	Total	36	100.0%
Source: Voices of Diversity			

Table 4.11.2 Campus Experiences:
Have Had An Experience With Each Group Or Campus Unit?

		N	N %
Financial aid officers	**No**	16	26.7%
	Yes	44	73.3%
	Total	60	100.0%
If yes, rate	**Poor**	16	36.4%
	Good	28	63.6%
	Total	44	100.0%
Work-study officers	**No**	46	76.7%
	Yes	14	23.3%
	Total	60	100.0%
If yes, rate	**Poor**	3	23.1%
	Good	10	76.9%
	Total	13	100.0%
Housing/residential life staff	**No**	21	35.0%
	Yes	39	65.0%
	Total	60	100.0%
If yes, rate	**Poor**	3	7.7%
	Good	36	92.3%
	Total	39	100.0%
Source: Voices of Diversity			

Table 4.11.3 Campus Experiences:
Have Had An Experience With Each Group Or Campus Unit?

		N	N %
Study habits counselors	**No**	48	80.0%
	Yes	12	20.0%
	Total	60	100.0%
If yes, rate	**Poor**	0	.0%
	Good	12	100.0%
	Total	12	100.0%
Mental health counselors/therapists	**No**	52	86.7%
	Yes	8	13.3%
	Total	60	100.0%
If yes, rate	**Poor**	0	.0%
	Good	9	100.0%
	Total	9	100.0%
Physical health services staff	**No**	36	60.0%
	Yes	24	40.0%
	Total	60	100.0%
If yes, rate	**Poor**	1	4.2%
	Good	23	95.8%
	Total	24	100.0%
Source: Voices of Diversity			

Table 4.11.4 Campus Experiences:
Have Had An Experience With Each Group Or Campus Unit?

		N	N %
Food services staff	**No**	20	33.9%
	Yes	39	66.1%
	Total	59	100.0%
If yes, rate	**Poor**	7	17.5%
	Good	33	82.5%
	Total	40	100.0%
Cleaning and janitorial staff	**No**	26	44.1%
	Yes	33	55.9%
	Total	59	100.0%
If yes, rate	**Poor**	2	5.9%
	Good	32	94.1%
	Total	34	100.0%
Campus police or security	**No**	30	50.0%
	Yes	30	50.0%
	Total	60	100.0%
If yes, rate	**Poor**	6	19.4%
	Good	25	80.6%
	Total	31	100.0%
Source: Voices of Diversity			

Table 5.1 Academic Experiences:
The Group Perspective of Either My Race Or Sex Is Valued and Included By

	Total	Seldom		Sometimes		Often	
	N	N	N %	N	N %	N	N %
Racial/ethnic perspectives included or valued in department's courses	59	28	47.5%	14	23.7%	17	28.8%
Racial/ethnic perspectives included or valued in department's course syllabi	59	29	49.2%	16	27.1%	14	23.7%
Racial/ethnic perspectives included or valued in classroom discussions	59	22	37.3%	24	40.7%	13	22.0%
Perspectives of members of my sex included or valued in department's courses	59	14	23.7%	24	40.7%	21	35.6%
Perspectives of members of my sex included or valued in department's course syllabi	59	19	32.2%	18	30.5%	22	37.3%
Perspectives of members of my sex included or valued in classroom discussions	60	14	23.3%	19	31.7%	27	45.0%
Works of those other than white male scholars included in assigned readings	60	15	25.0%	25	41.7%	20	33.3%
Source: Voices of Diversity							

Table 5.2-5 Academic Experiences:
Interaction In Class

		N	N %
Encouraged to learn in a competitive or cooperative way	**Competitive**	15	25.9%
	Cooperative	43	74.1%
	Total	58	100.0%
Who speaks the most in class?	**Female students**	36	61.0%
	Male students	23	39.0%
	Total	59	100.0%
Who speaks the most in class?[8]	**African American students**	6	10.0%
	Asian American students	1	1.7%
	Hispanic students	0	.0%
	Native American students	3	5.0%
	Some other race/ethnicity	50	83.3%
	Total	60	100.0%
How often do you speak in class?	**Less than most**	16	26.7%
	About the same as most	29	48.3%
	More than most	15	25.0%
	Total	60	100.0%
Source: Voices of Diversity			

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[8] Please see Table 5.2-5 Revised on next page. When Missouri State students filled out the questionnaire, the option "whites" had been omitted by mistake from the list of racial groups. All participants were contacted subsequently and asked to respond to that one item with "whites" now included as an option. Of the 60 participants, 56 responded to the corrected item, and this is reported on Table 5.2-5 Revised.

With revised "Who speaks the most in class?" item to include "whites" as a response option

Table 5.2-5 Academic Experiences:
Interaction In Class

		N	N %
Encouraged to learn in a competitive or cooperative way	**Competitive**	15	25.9%
	Cooperative	43	74.1%
	Total	58	100.0%
Who speaks the most in class?	**Female students**	36	61.0%
	Male students	23	39.0%
	Total	59	100.0%
Who speaks the most in class? (Check one response)	**African American**	3	5.4%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	53	94.6%
	Other	0	.0%
	Total	56	100.0%
How often do you speak in class?	**Less than most**	16	26.7%
	About the same as most	29	48.3%
	More than most	15	25.0%
	Total	60	100.0%
Source: Voices of Diversity			

Table 5.6-8+10 Academic Experiences:
Interaction In Class

		N	N %
Like to speak in class more than you do?	**No**	34	56.7%
	Yes	26	43.3%
	Total	60	100.0%
How often do professors call on you to speak in class?	**Less than most**	13	21.7%
	About the same as most	42	70.0%
	More than most	5	8.3%
	Total	60	100.0%
The only member of a racial/ethnic minority group in class	**Never**	8	13.3%
	Seldom	3	5.0%
	Sometimes	5	8.3%
	Often	12	20.0%
	Very Often	32	53.3%
	Total	60	100.0%
Current GPA?	**Mostly As (3.75 and above)**	6	10.7%
	As and Bs (3.25-3.74)	19	33.9%
	Mostly Bs (2.75-3.24)	20	35.7%
	Bs and Cs (2.25-2.74)	10	17.9%
	Mostly Cs (1.75-2.24)	1	1.8%
	Cs and Ds (1.25-1.74)	0	.0%
	Mostly Ds or below (below 1.24)	0	.0%
	Total	56	100.0%
Source: Voices of Diversity			

Table 5.9-10 Academic Experiences:
How Many Non-White & Female Professors?

		N	N %	Yes	Average
Have you had any non-white professors?	**No**	25	41.7%		
	Yes	35	58.3%		
	Total	60	100.0%		
African American				35	.4
Asian American				35	.6
Hispanic				35	.4
Native American				35	.1
Other				35	.6
Have you had any female professors?	**No**	0	.0%		
	Yes	60	100.0%		
	Total	60	100.0%		
How many female professors?				60	4.6

Source: Voices of Diversity

Table 5.12 Academic Experiences:
Academic And Cultural Environments

	Total	Disagree		Neither agree or disagree		Agree	
	N	N	N %	N	N %	N	N %
Feel positive about my academic achievement	60	3	5.0%	12	20.0%	45	75.0%
Satisfied with this college	60	3	5.0%	12	20.0%	45	75.0%
Feel connected to this college	60	10	16.7%	19	31.7%	31	51.7%
Feel that I fit in on this campus	59	11	18.6%	17	28.8%	31	52.5%
Satisfied with my social life on campus	59	5	8.5%	12	20.3%	42	71.2%
Feel connected to my own racial/ethnic group on campus	60	12	20.0%	14	23.3%	34	56.7%
Feel connected to other racial/ethnic peers on campus	60	8	13.3%	17	28.3%	35	58.3%
Feel comfortable speaking in class	59	4	6.8%	12	20.3%	43	72.9%
White students hesitate to work with students of color	59	28	47.5%	17	28.8%	14	23.7%
Students of color hesitate to work with white students	60	28	46.7%	21	35.0%	11	18.3%
Should be more faculty from my racial/ethnic group	60	7	11.7%	19	31.7%	34	56.7%
Should be more women faculty	59	9	15.3%	34	57.6%	16	27.1%
Race/ethnicity plays a role in my sense of identity	60	5	8.3%	19	31.7%	36	60.0%
Interracial friendships are accepted on this campus	60	1	1.7%	5	8.3%	54	90.0%
Interracial dating is accepted on this campus	60	4	6.7%	15	25.0%	41	68.3%
Interracial dating is done openly on this campus	59	5	8.5%	15	25.4%	39	66.1%
Feel connected to the people in the larger community	60	12	20.0%	18	30.0%	30	50.0%
Source: Voices of Diversity							

Table 5.13.1 Academic Experiences:
Have A Mentor(s)? Person1

		N	N %
Have a mentor(s) at this university	**No**	41	68.3%
	Yes	19	31.7%
	Total	60	100.0%
Sex	**Female**	10	52.6%
	Male	9	47.4%
	Total	19	100.0%
Race/ethnicity	**African American**	2	10.5%
	Asian American	0	.0%
	Hispanic	4	21.1%
	Native American	0	.0%
	White	13	68.4%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	19	100.0%
Position	**Faculty**	8	42.1%
	Dean	0	.0%
	Advisor	7	36.8%
	Graduate student	1	5.3%
	Undergraduate	3	15.8%
	Total	19	100.0%
Same sex or/and race	**Same sex only**	12	63.2%
	Same race only	2	10.5%
	Same sex and race	4	21.1%
	Both different	1	5.3%
	Total	19	100.0%
Source: Voices of Diversity			

Table 5.13.2 Academic Experiences:
Have A Mentor(s)? Person2

		N	N %
Have a mentor(s) at this university	**No**	41	68.3%
	Yes	19	31.7%
	Total	60	100.0%
Sex	**Female**	6	42.9%
	Male	8	57.1%
	Total	14	100.0%
Race/ethnicity	**African American**	1	7.1%
	Asian American	0	.0%
	Hispanic	3	21.4%
	Native American	0	.0%
	White	10	71.4%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	14	100.0%
Position	**Faculty**	6	42.9%
	Dean	0	.0%
	Advisor	4	28.6%
	Graduate student	1	7.1%
	Undergraduate	3	21.4%
	Total	14	100.0%
Same sex or/and race	**Same sex only**	6	46.2%
	Same race only	2	15.4%
	Same sex and race	2	15.4%
	Both different	3	23.1%
	Total	13	100.0%
Source: Voices of Diversity			

Table 5.14.1 Academic Experiences:
Encouraged To Consider Graduate Schools? Person1

		N	N %
Encouraged to consider graduate/professional school	**No**	28	46.7%
	Yes	32	53.3%
	Total	60	100.0%
Sex	**Female**	13	40.6%
	Male	19	59.4%
	Total	32	100.0%
Race/ethnicity	**African American**	2	6.3%
	Asian American	0	.0%
	Hispanic	6	18.8%
	Native American	0	.0%
	White	24	75.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	32	100.0%
Position	**Faculty**	18	58.1%
	Dean	0	.0%
	Advisor	9	29.0%
	Graduate student	3	9.7%
	Undergraduate	1	3.2%
	Total	31	100.0%
Source: Voices of Diversity			

Table 5.14.2 Academic Experiences:
Encouraged To Consider Graduate Schools? Person2

		N	N %
Encouraged to consider graduate/professional school	**No**	28	46.7%
	Yes	32	53.3%
	Total	60	100.0%
Sex	**Female**	12	50.0%
	Male	12	50.0%
	Total	24	100.0%
Race/ethnicity	**African American**	4	16.7%
	Asian American	0	.0%
	Hispanic	2	8.3%
	Native American	0	.0%
	White	18	75.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	24	100.0%
Position	**Faculty**	12	52.2%
	Dean	1	4.3%
	Advisor	6	26.1%
	Graduate student	2	8.7%
	Undergraduate	2	8.7%
	Total	23	100.0%
Source: Voices of Diversity			

Table 5.15.1 Academic Experiences:
Encouraged To Work Independently On Research? Person1

		N	N %
Encouraged to work independently	**No**	34	56.7%
	Yes	26	43.3%
	Total	60	100.0%
Sex	**Female**	12	48.0%
	Male	13	52.0%
	Total	25	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	4	16.0%
	Native American	0	.0%
	White	21	84.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	25	100.0%
Position	**Faculty**	12	50.0%
	Dean	1	4.2%
	Advisor	6	25.0%
	Graduate student	2	8.3%
	Undergraduate	3	12.5%
	Total	24	100.0%
Source: Voices of Diversity			

Table 5.15.2 Academic Experiences:
Encouraged To Work Independently On Research? Person2

		N	N %
Encouraged to work independently	**No**	34	56.7%
	Yes	26	43.3%
	Total	60	100.0%
Sex	**Female**	9	64.3%
	Male	5	35.7%
	Total	14	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	2	14.3%
	Native American	0	.0%
	White	12	85.7%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	14	100.0%
Position	**Faculty**	10	71.4%
	Dean	0	.0%
	Advisor	1	7.1%
	Graduate student	1	7.1%
	Undergraduate	2	14.3%
	Total	14	100.0%
Source: Voices of Diversity			

Table 5.16.1 Academic Experiences:
Urged To Do A Presentation At Conference? Person1

		N	N %
Urged to do a presentation at a conference	**No**	51	85.0%
	Yes	9	15.0%
	Total	60	100.0%
Sex	**Female**	6	66.7%
	Male	3	33.3%
	Total	9	100.0%
Race/ethnicity	**African American**	3	33.3%
	Asian American	0	.0%
	Hispanic	2	22.2%
	Native American	0	.0%
	White	4	44.4%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	9	100.0%
Position	**Faculty**	5	55.6%
	Dean	0	.0%
	Advisor	1	11.1%
	Graduate student	1	11.1%
	Undergraduate	2	22.2%
	Total	9	100.0%
Source: Voices of Diversity			

Table 5.16.2 Academic Experiences:
Urged To Do A Presentation At Conference? Person2

		N	N %
Urged to do a presentation at a conference	**No**	51	85.0%
	Yes	9	15.0%
	Total	60	100.0%
Sex	**Female**	3	60.0%
	Male	2	40.0%
	Total	5	100.0%
Race/ethnicity	**African American**	1	20.0%
	Asian American	0	.0%
	Hispanic	1	20.0%
	Native American	0	.0%
	White	3	60.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	5	100.0%
Position	**Faculty**	3	60.0%
	Dean	0	.0%
	Advisor	1	20.0%
	Graduate student	0	.0%
	Undergraduate	1	20.0%
	Total	5	100.0%
Source: Voices of Diversity			

Table 5.17.1 Academic Experiences:
Urged To Submit For Publication - Person1

		N	N %
Urged to submit a written document for publication	**No**	48	80.0%
	Yes	12	20.0%
	Total	60	100.0%
Sex	**Female**	6	50.0%
	Male	6	50.0%
	Total	12	100.0%
Race/ethnicity	**African American**	2	16.7%
	Asian American	0	.0%
	Hispanic	2	16.7%
	Native American	1	8.3%
	White	7	58.3%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	12	100.0%
Position	**Faculty**	7	63.6%
	Dean	0	.0%
	Advisor	0	.0%
	Graduate student	3	27.3%
	Undergraduate	1	9.1%
	Total	11	100.0%
Source: Voices of Diversity			

Table 5.17.2 Academic Experiences:
Urged To Submit For Publication - Person2

		N	N %
Urged to submit a written document for publication	**No**	48	80.0%
	Yes	12	20.0%
	Total	60	100.0%
Sex	**Female**	4	66.7%
	Male	2	33.3%
	Total	6	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	6	100.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	6	100.0%
Position	**Faculty**	4	66.7%
	Dean	0	.0%
	Advisor	1	16.7%
	Graduate student	0	.0%
	Undergraduate	1	16.7%
	Total	6	100.0%
Source: Voices of Diversity			

Table 5.18.1 Academic Experiences:
Encouraged To Take Intellectual Risks? Person1

		N	N %
Encouraged to take intellectual risks	No	40	66.7%
	Yes	20	33.3%
	Total	60	100.0%
Sex	Female	11	55.0%
	Male	9	45.0%
	Total	20	100.0%
Race/ethnicity	African American	3	15.0%
	Asian American	1	5.0%
	Hispanic	3	15.0%
	Native American	0	.0%
	White	12	60.0%
	International	1	5.0%
	Multiracial/Multiethnic	0	.0%
	Total	20	100.0%
Position	Faculty	16	84.2%
	Dean	0	.0%
	Advisor	2	10.5%
	Graduate student	1	5.3%
	Undergraduate	0	.0%
	Total	19	100.0%
Source: Voices of Diversity			

Table 5.18.2 Academic Experiences:
Encouraged To Take Intellectual Risks? Person2

		N	N %
Encouraged to take intellectual risks	**No**	40	66.7%
	Yes	20	33.3%
	Total	60	100.0%
Sex	**Female**	6	46.2%
	Male	7	53.8%
	Total	13	100.0%
Race/ethnicity	**African American**	3	23.1%
	Asian American	0	.0%
	Hispanic	3	23.1%
	Native American	0	.0%
	White	7	53.8%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	13	100.0%
Position	**Faculty**	8	66.7%
	Dean	0	.0%
	Advisor	2	16.7%
	Graduate student	1	8.3%
	Undergraduate	1	8.3%
	Total	12	100.0%
Source: Voices of Diversity			

Table 5.19.1 Academic Experiences:
Respect Your Intelligence? Person1

		N	N %
People respect your intelligence	**No**	15	25.0%
	Yes	45	75.0%
	Total	60	100.0%
Sex	**Female**	23	53.5%
	Male	20	46.5%
	Total	43	100.0%
Race/ethnicity	**African American**	3	6.8%
	Asian American	2	4.5%
	Hispanic	4	9.1%
	Native American	0	.0%
	White	35	79.5%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	44	100.0%
Position	**Faculty**	29	67.4%
	Dean	2	4.7%
	Advisor	3	7.0%
	Graduate student	2	4.7%
	Undergraduate	7	16.3%
	Total	43	100.0%
Source: Voices of Diversity			

Table 5.19.2 Academic Experiences:
Respect Your Intelligence? Person2

		N	N %
People respect your intelligence	**No**	15	25.0%
	Yes	45	75.0%
	Total	60	100.0%
Sex	**Female**	14	40.0%
	Male	21	60.0%
	Total	35	100.0%
Race/ethnicity	**African American**	5	13.9%
	Asian American	1	2.8%
	Hispanic	2	5.6%
	Native American	0	.0%
	White	28	77.8%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	36	100.0%
Position	**Faculty**	14	40.0%
	Dean	0	.0%
	Advisor	4	11.4%
	Graduate student	4	11.4%
	Undergraduate	13	37.1%
	Total	35	100.0%
Source: Voices of Diversity			

Table 5.20.1 Academic Experiences:
Advised Not To Take Difficult Class? Person1

		N	N %
Been advised not to take a hard class	**No**	45	75.0%
	Yes	15	25.0%
	Total	60	100.0%
Sex	**Female**	8	53.3%
	Male	7	46.7%
	Total	15	100.0%
Race/ethnicity	**African American**	2	13.3%
	Asian American	0	.0%
	Hispanic	1	6.7%
	Native American	0	.0%
	White	12	80.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	15	100.0%
Position	**Faculty**	2	14.3%
	Dean	0	.0%
	Advisor	8	57.1%
	Graduate student	1	7.1%
	Undergraduate	3	21.4%
	Total	14	100.0%
Source: Voices of Diversity			

Table 5.20.2 Academic Experiences:
Advised Not To Take Difficult Class? Person2

		N	N %
Been advised not to take a hard class	**No**	45	75.0%
	Yes	15	25.0%
	Total	60	100.0%
Sex	**Female**	2	40.0%
	Male	3	60.0%
	Total	5	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	1	20.0%
	Native American	0	.0%
	White	4	80.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	5	100.0%
Position	**Faculty**	1	20.0%
	Dean	0	.0%
	Advisor	2	40.0%
	Graduate student	0	.0%
	Undergraduate	2	40.0%
	Total	5	100.0%
Source: Voices of Diversity			

Table 5.21.1 Academic Experiences:
Advised Not to Choose A Particular Major? Person1

		N	N %
Advised not to choose a hard major	**No**	56	93.3%
	Yes	4	6.7%
	Total	60	100.0%
Sex	**Female**	2	50.0%
	Male	2	50.0%
	Total	4	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	4	100.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	4	100.0%
Position	**Faculty**	0	.0%
	Dean	0	.0%
	Advisor	3	75.0%
	Graduate student	1	25.0%
	Undergraduate	0	.0%
	Total	4	100.0%
Source: Voices of Diversity			

Table 5.21.2 Academic Experiences:
Advised Not to Choose A Particular Major? Person2

		N	N %
Advised not to choose a hard major	**No**	56	93.3%
	Yes	4	6.7%
	Total	60	100.0%
Sex	**Female**	0	.0%
	Male	1	100.0%
	Total	1	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	1	100.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	1	100.0%
Position	**Faculty**	0	.0%
	Dean	0	.0%
	Advisor	1	100.0%
	Graduate student	0	.0%
	Undergraduate	0	.0%
	Total	1	100.0%
Source: Voices of Diversity			

Table 5.22.1 Academic Experiences:
Advised Not To Pursue Graduate Degrees? Person1

		N	N %
Advised not to pursue graduate education	**No**	60	100.0%
	Yes	0	.0%
	Total	60	100.0%
Sex	**Female**	0	.0%
	Male	0	.0%
	Total	0	.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	0	.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	0	.0%
Position	**Faculty**	0	.0%
	Dean	0	.0%
	Advisor	0	.0%
	Graduate student	0	.0%
	Undergraduate	0	.0%
	Total	0	.0%
Source: Voices of Diversity			

Table 5.22.2 Academic Experiences:
Advised Not To Pursue Graduate Degrees? Person2

		N	N %
Advised not to pursue graduate education	**No**	60	100.0%
	Yes	0	.0%
	Total	60	100.0%
Sex	**Female**	0	.0%
	Male	0	.0%
	Total	0	.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	0	.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	0	.0%
Position	**Faculty**	0	.0%
	Dean	0	.0%
	Advisor	0	.0%
	Graduate student	0	.0%
	Undergraduate	0	.0%
	Total	0	.0%
Source: Voices of Diversity			

Table 5.23 Academic Experiences:
Diverse Disciplines Respected On Campus

	Total	Not Respected		Neutral		Respected		Don't Know	
	N	**N**	**N %**	**N**	**N %**	**N**	**N %**	**N**	**N %**
Ideas respected by other undergraduates	60	1	1.7%	17	28.3%	42	70.0%	0	.0%
Ideas respected by teaching assistants/graduate students	60	2	3.3%	25	41.7%	33	55.0%	0	.0%
African American studies respected	60	2	3.3%	33	55.0%	25	41.7%	0	.0%
Asian American studies respected	60	4	6.7%	35	58.3%	21	35.0%	0	.0%
Latina/latino studies respected	60	4	6.7%	34	56.7%	22	36.7%	0	.0%
Middle eastern studies respected	60	6	10.0%	35	58.3%	19	31.7%	0	.0%
Native American studies respected	60	5	8.3%	34	56.7%	21	35.0%	0	.0%
Women's studies respected	58	1	1.7%	35	60.3%	22	37.9%	0	.0%
Source: Voices of Diversity									

Table 5.24 Academic Experiences:
Experiences of Studying At The University

	Total	Seldom		Sometimes		Often	
	N	N	N%	N	N%	N	N%
Talked with a faculty member about my career plans	59	10	16.9%	21	35.6%	28	47.5%
Socialized informally with a faculty member	59	24	40.7%	17	28.8%	18	30.5%
Received academic progress feedback from a faculty member	59	9	15.3%	25	42.4%	25	42.4%
Met with faculty during their office hours	59	11	18.6%	27	45.8%	21	35.6%
Faculty member(s) discouraging because of my racial background	59	59	100.0%	0	.0%	0	.0%
Administrator(s) discouraging because of my racial background	59	59	100.0%	0	.0%	0	.0%
Faculty member(s) discouraging because of my sex	59	58	98.3%	1	1.7%	0	.0%
Administrator(s) discouraging because of my sex	59	59	100.0%	0	.0%	0	.0%
Felt like I was not part of this university	59	44	74.6%	9	15.3%	6	10.2%
Reconsidered my decision to attend this university	58	46	79.3%	7	12.1%	5	8.6%
Not enough contact with people of same race	59	34	57.6%	14	23.7%	11	18.6%
Concerned about not having enough money to pay for college	59	27	45.8%	14	23.7%	18	30.5%
Concerned about not having enough money to complete education	59	29	49.2%	14	23.7%	16	27.1%
Received reminders of debt of my parent(s) are acquiring by financially supporting me	58	43	74.1%	7	12.1%	8	13.8%
Witnessed racial bias	58	45	77.6%	6	10.3%	7	12.1%
Heard disparaging comments about my race	59	42	71.2%	13	22.0%	4	6.8%
Heard disparaging remarks about my sex	59	41	69.5%	11	18.6%	7	11.9%
Experienced discriminatory practices	59	48	81.4%	9	15.3%	2	3.4%
Source: Voices of Diversity							

Table 5.25.1 Academic Experiences:
Experiences of Studying At The University

	Total	Disagree		Neither agree or disagree		Agree	
	N	N	N%	N	N%	N	N%
Little or no racial discrimination	59	14	23.7%	22	37.3%	23	39.0%
Administrative support of minority group organizations	59	4	6.8%	15	25.4%	40	67.8%
Students have values and attitudes similar to mine	59	8	13.6%	20	33.9%	31	52.5%
Concerned about fairness of grading	58	25	43.1%	19	32.8%	14	24.1%
Have much in common with other students	58	14	24.1%	11	19.0%	33	56.9%
There are open discussions of racial issues	59	18	30.5%	17	28.8%	24	40.7%
Comfortable talking about my personal life with advisor	59	15	25.4%	21	35.6%	23	39.0%
More comfortable with people of same race	58	10	17.2%	22	37.9%	26	44.8%
Concerned with other's opinions of me	59	20	33.9%	17	28.8%	22	37.3%
Feel that I am a person of worth	59	1	1.7%	4	6.8%	54	91.5%
Confident that others will have a favorable impression of me	59	1	1.7%	4	6.8%	54	91.5%
Found a group of friends	58	2	3.4%	5	8.6%	51	87.9%
Tutorial help and other academic assistance available	58	0	.0%	9	15.5%	49	84.5%
Faculty available to discuss coursework and assignments	59	2	3.4%	4	6.8%	53	89.8%
Source: Voices of Diversity							

Table 5.25.2 Academic Experiences:
Experiences of Studying At The University

	Total	Disagree		Neither agree or disagree		Agree	
	N	N	N%	N	N%	N	N%
University creates a positive experience for students	59	1	1.7%	13	22.0%	45	76.3%
University provides an intellectually challenging learning environment	58	4	6.9%	8	13.8%	46	79.3%
Professors outside of class recognize and greet me	58	4	6.9%	20	34.5%	34	58.6%
Faculty are generally concerned about me	59	11	18.6%	25	42.4%	23	39.0%
Feel comfortable asking faculty for help	58	5	8.6%	6	10.3%	47	81.0%
Students from different racial groups communicate well	59	9	15.3%	15	25.4%	35	59.3%
I would recommend this university to others	59	3	5.1%	11	18.6%	45	76.3%
Feel that I am a member of the community	59	6	10.2%	18	30.5%	35	59.3%
University helps the student stay in school	59	17	28.8%	34	57.6%	8	13.6%
Other students receive more support from faculty	58	27	46.6%	24	41.4%	7	12.1%
White students prejudiced against students of color	59	26	44.1%	27	45.8%	6	10.2%
Frequently considered dropping out	59	51	86.4%	4	6.8%	4	6.8%
Frequently considered transferring	59	44	74.6%	5	8.5%	10	16.9%
Confident I made the right choice to attend this university	59	3	5.1%	13	22.0%	43	72.9%
Source: Voices of Diversity							

Appendix E, Part 2. Frequency Analyses of Missouri State Questionnaire Survey Data, Students of Color Only[9]

Table 5.2-5 Academic Experiences:
Interaction In Class

		N	N %
Encouraged to learn in a competitive or cooperative way	**Competitive**	14	26.9%
	Cooperative	38	73.1%
	Total	52	100.0%
Who speaks the most in class?	**Female students**	33	61.1%
	Male students	21	38.9%
	Total	54	100.0%
Who speaks the most in class?	**African American students**	5	9.3%
	Asian American students	1	1.9%
	Hispanic students	0	.0%
	Native American students	3	5.6%
	Some other race/ethnicity	45	83.3%
	Total	54	100.0%
How often do you speak in class?	**Less than most**	16	29.6%
	About the same as most	26	48.1%
	More than most	12	22.2%
	Total	54	100.0%
Source: Voices of Diversity (no white students)			

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[9] Due to limitations of time, only some questionnaire items have by now been analyzed for frequency for students of color only, and those are included in this portion of Appendix E. The other items will be analyzed for students of color only at a later date.

Table 5.6-8+10 Academic Experiences:
Interaction In Class

		N	N %
Like to speak in class more than you do?	**No**	28	51.9%
	Yes	26	48.1%
	Total	54	100.0%
How often do professors call on you to speak in class?	**Less than most**	13	24.1%
	About the same as most	36	66.7%
	More than most	5	9.3%
	Total	54	100.0%
The only member of a racial/ethnic minority group in class	**Never**	3	5.6%
	Seldom	3	5.6%
	Sometimes	5	9.3%
	Often	12	22.2%
	Very Often	31	57.4%
	Total	54	100.0%
Current GPA?	**Mostly As (3.75 and above)**	5	10.0%
	As and Bs (3.25-3.74)	18	36.0%
	Mostly Bs (2.75-3.24)	16	32.0%
	Bs and Cs (2.25-2.74)	10	20.0%
	Mostly Cs (1.75-2.24)	1	2.0%
	Cs and Ds (1.25-1.74)	0	.0%
	Mostly Ds or below (below 1.24)	0	.0%
	Total	50	100.0%
Source: Voices of Diversity (no white students)			

Table 5.9-10 Academic Experiences:
How Many Non-White & Female Professors?

		N	N %	Yes	Average
Have you had any non-white professors?	**No**	22	40.7%		
	Yes	32	59.3%		
	Total	54	100.0%		
African American				32	.44
Asian American				32	.69
Hispanic				32	.44
Native American				32	.06
Other				32	.47
Have you had any female professors?	**No**	0	.0%		
	Yes	54	100.0%		
	Total	54	100.0%		
How many female professors?				54	4.26
Source: Voices of Diversity (no white students)					

Table 5.12 Academic Experiences:
Academic And Cultural Environments

	Total	Disagree		Neither agree or disagree		Agree	
	N	N	N %	N	N %	N	N %
Feel positive about my academic achievement	54	3	5.6%	12	22.2%	39	72.2%
Satisfied with this college	54	3	5.6%	11	20.4%	40	74.1%
Feel connected to this college	54	10	18.5%	18	33.3%	26	48.1%
Feel that I fit in on this campus	53	11	20.8%	17	32.1%	25	47.2%
Satisfied with my social life on campus	53	5	9.4%	11	20.8%	37	69.8%
Feel connected to my own racial/ethnic group on campus	54	12	22.2%	14	25.9%	28	51.9%
Feel connected to other racial/ethnic peers on campus	54	8	14.8%	15	27.8%	31	57.4%
Feel comfortable speaking in class	53	4	7.5%	11	20.8%	38	71.7%
White students hesitate to work with students of color	54	23	42.6%	17	31.5%	14	25.9%
Students of color hesitate to work with white students	54	24	44.4%	19	35.2%	11	20.4%
Should be more faculty from my racial/ethnic group	54	2	3.7%	18	33.3%	34	63.0%
Should be more women faculty	53	7	13.2%	30	56.6%	16	30.2%
Race/ethnicity plays a role in my sense of identity	54	3	5.6%	16	29.6%	35	64.8%
Interracial friendships are accepted on this campus	54	1	1.9%	5	9.3%	48	88.9%
Interracial dating is accepted on this campus	54	4	7.4%	14	25.9%	36	66.7%
Interracial dating is done openly on this campus	54	5	9.3%	14	25.9%	35	64.8%
Feel connected to the people in the larger community	54	10	18.5%	17	31.5%	27	50.0%
Source: Voices of Diversity (no white students)							

Table 5.13.1 Academic Experiences:
Have A Mentor(s)? Person1

		N	N %
Have a mentor(s) at this university	**No**	37	68.5%
	Yes	17	31.5%
	Total	54	100.0%
Sex	**Female**	9	52.9%
	Male	8	47.1%
	Total	17	100.0%
Race/ethnicity	**African American**	2	11.8%
	Asian American	0	.0%
	Hispanic	4	23.5%
	Native American	0	.0%
	White	11	64.7%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	17	100.0%
Position	**Faculty**	7	41.2%
	Dean	0	.0%
	Advisor	6	35.3%
	Graduate student	1	5.9%
	Undergraduate	3	17.6%
	Total	17	100.0%
Same sex or/and race	**Same sex only**	12	70.6%
	Same race only	2	11.8%
	Same sex and race	2	11.8%
	Both different	1	5.9%
	Total	17	100.0%
Source: Voices of Diversity (no white students)			

Table 5.13.2 Academic Experiences:
Have A Mentor(s)? Person2

		N	N %
Have a mentor(s) at this university	**No**	37	68.5%
	Yes	17	31.5%
	Total	54	100.0%
Sex	**Female**	5	38.5%
	Male	8	61.5%
	Total	13	100.0%
Race/ethnicity	**African American**	1	7.7%
	Asian American	0	.0%
	Hispanic	3	23.1%
	Native American	0	.0%
	White	9	69.2%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	13	100.0%
Position	**Faculty**	5	38.5%
	Dean	0	.0%
	Advisor	4	30.8%
	Graduate student	1	7.7%
	Undergraduate	3	23.1%
	Total	13	100.0%
Same sex or/and race	**Same sex only**	6	50.0%
	Same race only	1	8.3%
	Same sex and race	2	16.7%
	Both different	3	25.0%
	Total	12	100.0%
Source: Voices of Diversity (no white students)			

Table 5.14.1 Academic Experiences:
Encouraged To Consider Graduate Schools? Person1

		N	N %
Encouraged to consider graduate/professional school	**No**	26	48.1%
	Yes	28	51.9%
	Total	54	100.0%
Sex	**Female**	11	39.3%
	Male	17	60.7%
	Total	28	100.0%
Race/ethnicity	**African American**	2	7.1%
	Asian American	0	.0%
	Hispanic	6	21.4%
	Native American	0	.0%
	White	20	71.4%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	28	100.0%
Position	**Faculty**	14	51.9%
	Dean	0	.0%
	Advisor	9	33.3%
	Graduate student	3	11.1%
	Undergraduate	1	3.7%
	Total	27	100.0%
Source: Voices of Diversity (no white students)			

Table 5.14.2 Academic Experiences:
Encouraged To Consider Graduate Schools? Person2

		N	N %
Encouraged to consider graduate/professional school	**No**	26	48.1%
	Yes	28	51.9%
	Total	54	100.0%
Sex	**Female**	10	50.0%
	Male	10	50.0%
	Total	20	100.0%
Race/ethnicity	**African American**	4	20.0%
	Asian American	0	.0%
	Hispanic	2	10.0%
	Native American	0	.0%
	White	14	70.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	20	100.0%
Position	**Faculty**	9	47.4%
	Dean	1	5.3%
	Advisor	6	31.6%
	Graduate student	2	10.5%
	Undergraduate	1	5.3%
	Total	19	100.0%
Source: Voices of Diversity (no white students)			

Table 5.15.1 Academic Experiences:
Encouraged To Work Independently On Research? Person1

		N	N %
Encouraged to work independently	**No**	31	57.4%
	Yes	23	42.6%
	Total	54	100.0%
Sex	**Female**	10	45.5%
	Male	12	54.5%
	Total	22	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	4	18.2%
	Native American	0	.0%
	White	18	81.8%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	22	100.0%
Position	**Faculty**	9	42.9%
	Dean	1	4.8%
	Advisor	6	28.6%
	Graduate student	2	9.5%
	Undergraduate	3	14.3%
	Total	21	100.0%
Source: Voices of Diversity (no white students)			

Table 5.15.2 Academic Experiences:
Encouraged To Work Independently On Research? Person2

		N	N %
Encouraged to work independently	**No**	31	57.4%
	Yes	23	42.6%
	Total	54	100.0%
Sex	**Female**	8	72.7%
	Male	3	27.3%
	Total	11	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	2	18.2%
	Native American	0	.0%
	White	9	81.8%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	11	100.0%
Position	**Faculty**	7	63.6%
	Dean	0	.0%
	Advisor	1	9.1%
	Graduate student	1	9.1%
	Undergraduate	2	18.2%
	Total	11	100.0%
Source: Voices of Diversity (no white students)			

Table 5.16.1 Academic Experiences:
Urged To Do A Presentation At Conference? Person1

		N	N %
Urged to do a presentation at a conference	**No**	45	83.3%
	Yes	9	16.7%
	Total	54	100.0%
Sex	**Female**	6	66.7%
	Male	3	33.3%
	Total	9	100.0%
Race/ethnicity	**African American**	3	33.3%
	Asian American	0	.0%
	Hispanic	2	22.2%
	Native American	0	.0%
	White	4	44.4%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	9	100.0%
Position	**Faculty**	5	55.6%
	Dean	0	.0%
	Advisor	1	11.1%
	Graduate student	1	11.1%
	Undergraduate	2	22.2%
	Total	9	100.0%
Source: Voices of Diversity (no white students)			

Table 5.16.2 Academic Experiences:
Urged To Do A Presentation At Conference? Person2

		N	N %
Urged to do a presentation at a conference	**No**	45	83.3%
	Yes	9	16.7%
	Total	54	100.0%
Sex	**Female**	3	60.0%
	Male	2	40.0%
	Total	5	100.0%
Race/ethnicity	**African American**	1	20.0%
	Asian American	0	.0%
	Hispanic	1	20.0%
	Native American	0	.0%
	White	3	60.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	5	100.0%
Position	**Faculty**	3	60.0%
	Dean	0	.0%
	Advisor	1	20.0%
	Graduate student	0	.0%
	Undergraduate	1	20.0%
	Total	5	100.0%
Source: Voices of Diversity (no white students)			

Table 5.17.1 Academic Experiences:
Urged To Submit For Publication - Person1

		N	N %
Urged to submit a written document for publication	**No**	42	77.8%
	Yes	12	22.2%
	Total	54	100.0%
Sex	**Female**	6	50.0%
	Male	6	50.0%
	Total	12	100.0%
Race/ethnicity	**African American**	2	16.7%
	Asian American	0	.0%
	Hispanic	2	16.7%
	Native American	1	8.3%
	White	7	58.3%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	12	100.0%
Position	**Faculty**	7	63.6%
	Dean	0	.0%
	Advisor	0	.0%
	Graduate student	3	27.3%
	Undergraduate	1	9.1%
	Total	11	100.0%
Source: Voices of Diversity (no white students)			

Table 5.17.2 Academic Experiences:
Urged To Submit For Publication - Person2

		N	N %
Urged to submit a written document for publication	**No**	42	77.8%
	Yes	12	22.2%
	Total	54	100.0%
Sex	**Female**	4	66.7%
	Male	2	33.3%
	Total	6	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	6	100.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	6	100.0%
Position	**Faculty**	4	66.7%
	Dean	0	.0%
	Advisor	1	16.7%
	Graduate student	0	.0%
	Undergraduate	1	16.7%
	Total	6	100.0%
Source: Voices of Diversity (no white students)			

Table 5.18.1 Academic Experiences:
Encouraged To Take Intellectual Risks? Person1

		N	N %
Encouraged to take intellectual risks	**No**	37	68.5%
	Yes	17	31.5%
	Total	54	100.0%
Sex	**Female**	9	52.9%
	Male	8	47.1%
	Total	17	100.0%
Race/ethnicity	**African American**	3	17.6%
	Asian American	1	5.9%
	Hispanic	3	17.6%
	Native American	0	.0%
	White	9	52.9%
	International	1	5.9%
	Multiracial/Multiethnic	0	.0%
	Total	17	100.0%
Position	**Faculty**	13	81.3%
	Dean	0	.0%
	Advisor	2	12.5%
	Graduate student	1	6.3%
	Undergraduate	0	.0%
	Total	16	100.0%
Source: Voices of Diversity (no white students)			

Table 5.18.2 Academic Experiences:
Encouraged To Take Intellectual Risks? Person2

		N	N %
Encouraged to take intellectual risks	**No**	37	68.5%
	Yes	17	31.5%
	Total	54	100.0%
Sex	**Female**	5	45.5%
	Male	6	54.5%
	Total	11	100.0%
Race/ethnicity	**African American**	3	27.3%
	Asian American	0	.0%
	Hispanic	3	27.3%
	Native American	0	.0%
	White	5	45.5%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	11	100.0%
Position	**Faculty**	7	70.0%
	Dean	0	.0%
	Advisor	2	20.0%
	Graduate student	1	10.0%
	Undergraduate	0	.0%
	Total	10	100.0%
Source: Voices of Diversity (no white students)			

Table 5.19.1 Academic Experiences:
Respect Your Intelligence? Person1

		N	N %
People respect your intelligence	**No**	15	27.8%
	Yes	39	72.2%
	Total	54	100.0%
Sex	**Female**	21	56.8%
	Male	16	43.2%
	Total	37	100.0%
Race/ethnicity	**African American**	3	7.9%
	Asian American	2	5.3%
	Hispanic	4	10.5%
	Native American	0	.0%
	White	29	76.3%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	38	100.0%
Position	**Faculty**	25	67.6%
	Dean	2	5.4%
	Advisor	3	8.1%
	Graduate student	2	5.4%
	Undergraduate	5	13.5%
	Total	37	100.0%
Source: Voices of Diversity (no white students)			

Table 5.19.2 Academic Experiences:
Respect Your Intelligence? Person2

		N	N %
People respect your intelligence	**No**	15	27.8%
	Yes	39	72.2%
	Total	54	100.0%
Sex	**Female**	13	43.3%
	Male	17	56.7%
	Total	30	100.0%
Race/ethnicity	**African American**	5	16.1%
	Asian American	1	3.2%
	Hispanic	2	6.5%
	Native American	0	.0%
	White	23	74.2%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	31	100.0%
Position	**Faculty**	12	40.0%
	Dean	0	.0%
	Advisor	4	13.3%
	Graduate student	4	13.3%
	Undergraduate	10	33.3%
	Total	30	100.0%
Source: Voices of Diversity (no white students)			

Table 5.20.1 Academic Experiences:
Advised Not To Take Difficult Class? Person1

		N	N %
Been advised not to take a hard class	**No**	39	72.2%
	Yes	15	27.8%
	Total	54	100.0%
Sex	**Female**	8	53.3%
	Male	7	46.7%
	Total	15	100.0%
Race/ethnicity	**African American**	2	13.3%
	Asian American	0	.0%
	Hispanic	1	6.7%
	Native American	0	.0%
	White	12	80.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	15	100.0%
Position	**Faculty**	2	14.3%
	Dean	0	.0%
	Advisor	8	57.1%
	Graduate student	1	7.1%
	Undergraduate	3	21.4%
	Total	14	100.0%
Source: Voices of Diversity (no white students)			

Table 5.20.2 Academic Experiences:
Advised Not To Take Difficult Class? Person2

		N	N %
Been advised not to take a hard class	**No**	39	72.2%
	Yes	15	27.8%
	Total	54	100.0%
Sex	**Female**	2	40.0%
	Male	3	60.0%
	Total	5	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	1	20.0%
	Native American	0	.0%
	White	4	80.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	5	100.0%
Position	**Faculty**	1	20.0%
	Dean	0	.0%
	Advisor	2	40.0%
	Graduate student	0	.0%
	Undergraduate	2	40.0%
	Total	5	100.0%
Source: Voices of Diversity (no white students)			

Table 5.21.1 Academic Experiences:
Advised Not to Choose A Particular Major? Person1

		N	N %
Advised not to choose a hard major	**No**	50	92.6%
	Yes	4	7.4%
	Total	54	100.0%
Sex	**Female**	2	50.0%
	Male	2	50.0%
	Total	4	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	4	100.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	4	100.0%
Position	**Faculty**	0	.0%
	Dean	0	.0%
	Advisor	3	75.0%
	Graduate student	1	25.0%
	Undergraduate	0	.0%
	Total	4	100.0%
Source: Voices of Diversity (no white students)			

Table 5.21.2 Academic Experiences:
Advised Not to Choose A Particular Major? Person2

		N	N %
Advised not to choose a hard major	**No**	50	92.6%
	Yes	4	7.4%
	Total	54	100.0%
Sex	**Female**	0	.0%
	Male	1	100.0%
	Total	1	100.0%
Race/ethnicity	**African American**	0	.0%
	Asian American	0	.0%
	Hispanic	0	.0%
	Native American	0	.0%
	White	1	100.0%
	International	0	.0%
	Multiracial/Multiethnic	0	.0%
	Total	1	100.0%
Position	**Faculty**	0	.0%
	Dean	0	.0%
	Advisor	1	100.0%
	Graduate student	0	.0%
	Undergraduate	0	.0%
	Total	1	100.0%
Source: Voices of Diversity (no white students)			

Appendix F. Bar Graphs of Missouri State University Interview Information with coding topic explanations